2021-22 Texas Academic Performance Report (TAPR)

District Name: CRANDALL ISD

District Number: 129901

2022 Accountability Rating: B

2022 Special Education Determination Status:

> *Needs Assistance*

This page is intentionally blank.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	**69%**	71%	61%	77%	*	*	*	67%	44%	89%	70%	66%	60%	43%
	2021	67%	68%	**74%**	76%	67%	77%	*	*	-	93%	59%	78%	71%	79%	70%	68%
At Meets Grade Level or Above	2022	51%	52%	**40%**	44%	33%	46%	*	*	*	47%	21%	67%	43%	36%	32%	19%
	2021	39%	40%	**39%**	29%	28%	52%	*	*	-	60%	33%	11%	38%	40%	32%	25%
At Masters Grade Level	2022	30%	32%	**22%**	23%	17%	26%	*	*	*	20%	8%	11%	26%	16%	17%	13%
	2021	19%	21%	**17%**	18%	13%	22%	*	*	-	13%	13%	11%	17%	18%	13%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**55%**	53%	49%	63%	*	*	*	53%	29%	78%	59%	49%	49%	30%
	2021	62%	64%	**68%**	64%	63%	75%	*	*	-	73%	54%	78%	68%	68%	64%	69%
At Meets Grade Level or Above	2022	43%	45%	**31%**	26%	25%	42%	*	*	*	40%	15%	56%	37%	22%	22%	10%
	2021	31%	33%	**29%**	23%	27%	36%	*	*	-	27%	28%	22%	30%	28%	22%	31%
At Masters Grade Level	2022	21%	23%	**15%**	17%	8%	20%	*	*	*	27%	8%	11%	18%	11%	7%	3%
	2021	14%	17%	**13%**	8%	9%	20%	*	*	-	20%	18%	22%	14%	13%	7%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	**76%**	69%	71%	84%	*	*	-	95%	60%	85%	78%	73%	69%	64%
	2021	63%	64%	**65%**	63%	54%	76%	-	*	-	69%	24%	73%	67%	62%	56%	52%
At Meets Grade Level or Above	2022	54%	55%	**49%**	41%	41%	60%	*	*	-	80%	28%	31%	50%	48%	42%	32%
	2021	36%	39%	**35%**	31%	23%	48%	-	*	-	38%	11%	73%	35%	35%	24%	16%
At Masters Grade Level	2022	28%	30%	**25%**	21%	17%	34%	*	*	-	40%	13%	31%	28%	21%	18%	11%
	2021	17%	19%	**17%**	15%	10%	23%	-	*	-	31%	3%	36%	18%	15%	10%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	**70%**	70%	66%	72%	*	*	-	80%	45%	69%	72%	68%	63%	63%
	2021	59%	62%	**58%**	58%	42%	71%	-	*	-	77%	18%	82%	55%	61%	50%	35%
At Meets Grade Level or Above	2022	43%	45%	**40%**	37%	31%	52%	*	*	-	50%	22%	38%	40%	40%	29%	30%
	2021	36%	39%	**35%**	31%	23%	49%	-	*	-	31%	10%	64%	38%	32%	25%	16%
At Masters Grade Level	2022	23%	25%	**21%**	16%	17%	28%	*	*	-	30%	13%	15%	21%	21%	15%	16%
	2021	21%	24%	**20%**	8%	13%	31%	-	*	-	23%	3%	55%	23%	16%	11%	8%
Grade 5 Reading																	

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	**72%**	70%	64%	82%	-	*	-	69%	32%	83%	72%	71%	63%	58%
	2021	73%	75%	**72%**	57%	67%	84%	*	-	-	57%	51%	75%	78%	64%	66%	64%
At Meets Grade Level or Above	2022	58%	59%	**48%**	44%	40%	59%	-	*	-	63%	12%	67%	52%	44%	39%	30%
	2021	46%	49%	**47%**	32%	39%	59%	*	-	-	29%	21%	25%	51%	40%	40%	32%
At Masters Grade Level	2022	36%	38%	**32%**	28%	24%	42%	-	*	-	44%	4%	50%	33%	31%	24%	16%
	2021	30%	32%	**30%**	23%	24%	38%	*	-	-	29%	12%	25%	33%	27%	25%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	77%	**72%**	69%	67%	79%	-	*	-	75%	36%	75%	73%	71%	67%	59%
	2021	70%	72%	**71%**	53%	71%	79%	*	-	-	57%	47%	50%	74%	67%	65%	64%
At Meets Grade Level or Above	2022	48%	50%	**43%**	40%	35%	52%	-	*	-	50%	10%	50%	42%	43%	37%	29%
	2021	44%	47%	**46%**	35%	43%	54%	*	-	-	43%	26%	25%	49%	42%	38%	35%
At Masters Grade Level	2022	25%	27%	**19%**	15%	12%	30%	-	*	-	13%	0%	33%	21%	17%	14%	9%
	2021	25%	28%	**23%**	17%	19%	29%	*	-	-	21%	11%	13%	24%	23%	17%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	66%	**55%**	51%	42%	70%	-	*	-	63%	24%	75%	56%	54%	46%	32%
	2021	62%	63%	**62%**	45%	59%	72%	*	-	-	50%	35%	38%	64%	60%	55%	49%
At Meets Grade Level or Above	2022	38%	39%	**28%**	26%	20%	38%	-	*	-	31%	6%	42%	30%	26%	23%	15%
	2021	31%	33%	**31%**	30%	25%	38%	*	-	-	21%	16%	13%	32%	31%	25%	21%
At Masters Grade Level	2022	18%	18%	**12%**	6%	8%	21%	-	*	-	19%	2%	33%	15%	9%	6%	3%
	2021	13%	14%	**12%**	17%	5%	17%	*	-	-	7%	9%	0%	12%	13%	9%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	**75%**	66%	69%	87%	*	*	*	86%	43%	85%	83%	66%	68%	63%
	2021	62%	64%	**72%**	66%	67%	77%	-	*	-	100%	38%	80%	74%	69%	65%	66%
At Meets Grade Level or Above	2022	43%	45%	**48%**	34%	42%	61%	*	*	*	55%	24%	31%	58%	36%	38%	35%
	2021	32%	35%	**35%**	33%	29%	40%	-	*	-	55%	20%	20%	40%	27%	29%	23%
At Masters Grade Level	2022	23%	25%	**27%**	20%	24%	32%	*	*	*	41%	7%	0%	31%	22%	20%	19%
	2021	15%	17%	**17%**	18%	14%	18%	-	*	-	18%	9%	20%	18%	14%	15%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	76%	**77%**	67%	74%	85%	*	*	*	86%	53%	85%	84%	69%	69%	71%
	2021	68%	70%	**74%**	56%	73%	83%	-	*	-	100%	47%	80%	81%	64%	64%	68%

	School Year	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	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	42%	**40%**	30%	40%	45%	*	*	*	41%	19%	31%	48%	31%	32%	37%
	2021	36%	40%	**38%**	26%	33%	46%	-	*	-	55%	23%	40%	44%	28%	28%	32%
At Masters Grade Level	2022	16%	18%	**14%**	11%	13%	17%	*	*	*	14%	4%	0%	19%	10%	9%	16%
	2021	15%	18%	**18%**	15%	14%	21%	-	*	-	36%	12%	30%	21%	13%	14%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	80%	**80%**	72%	75%	90%	*	*	-	100%	45%	72%	84%	74%	73%	71%
	2021	69%	70%	**68%**	56%	66%	77%	*	*	-	62%	33%	*	72%	62%	60%	67%
At Meets Grade Level or Above	2022	56%	58%	**55%**	46%	49%	67%	*	*	-	83%	18%	50%	62%	46%	49%	45%
	2021	45%	47%	**41%**	25%	39%	54%	*	*	-	15%	16%	*	45%	34%	30%	35%
At Masters Grade Level	2022	37%	40%	**35%**	24%	29%	47%	*	*	-	50%	15%	33%	40%	27%	28%	20%
	2021	25%	27%	**23%**	13%	20%	32%	*	*	-	8%	9%	*	24%	21%	15%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	62%	**60%**	55%	52%	73%	*	*	-	75%	25%	72%	67%	51%	55%	48%
	2021	55%	59%	**55%**	38%	54%	67%	*	*	-	42%	22%	*	59%	49%	47%	57%
At Meets Grade Level or Above	2022	31%	34%	**26%**	18%	21%	36%	*	*	-	42%	12%	28%	29%	22%	22%	16%
	2021	27%	32%	**29%**	19%	23%	41%	*	*	-	8%	9%	*	34%	21%	19%	21%
At Masters Grade Level	2022	13%	17%	**9%**	8%	5%	13%	*	*	-	17%	7%	11%	11%	5%	6%	4%
	2021	12%	16%	**13%**	8%	11%	20%	*	*	-	0%	2%	*	16%	9%	9%	10%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	**80%**	76%	77%	86%	*	*	-	67%	50%	71%	81%	78%	72%	73%
	2021	73%	75%	**77%**	70%	71%	86%	-	*	-	89%	48%	78%	81%	71%	71%	68%
At Meets Grade Level or Above	2022	58%	60%	**50%**	44%	46%	60%	*	*	-	58%	20%	29%	51%	49%	40%	43%
	2021	46%	48%	**46%**	35%	39%	60%	-	*	-	39%	20%	44%	52%	37%	36%	27%
At Masters Grade Level	2022	37%	40%	**33%**	25%	30%	42%	*	*	-	25%	12%	14%	37%	27%	26%	30%
	2021	21%	23%	**19%**	10%	11%	32%	-	*	-	17%	5%	33%	25%	10%	10%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**54%**	41%	60%	63%	*	-	-	40%	27%	33%	56%	52%	47%	60%
	2021	62%	62%	**67%**	60%	63%	79%	-	-	-	57%	48%	80%	73%	60%	59%	57%
At Meets Grade Level or Above	2022	40%	41%	**13%**	11%	11%	17%	*	-	-	20%	13%	0%	13%	12%	12%	12%
	2021	36%	36%	**38%**	34%	34%	45%	-	-	-	50%	25%	20%	41%	35%	29%	22%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	**2%**	2%	2%	0%	*	-	-	0%	5%	0%	1%	3%	2%	3%
	2021	11%	11%	**5%**	7%	3%	6%	-	-	-	7%	8%	0%	5%	5%	3%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	76%	**68%**	52%	68%	79%	*	*	-	67%	45%	57%	70%	64%	58%	62%
	2021	68%	70%	**75%**	66%	66%	89%	-	*	-	78%	45%	100%	82%	64%	65%	61%
At Meets Grade Level or Above	2022	45%	48%	**36%**	24%	32%	50%	*	*	-	33%	15%	29%	39%	32%	25%	26%
	2021	43%	45%	**44%**	37%	34%	60%	-	*	-	33%	25%	78%	50%	36%	34%	29%
At Masters Grade Level	2022	24%	26%	**15%**	10%	11%	24%	*	*	-	17%	7%	0%	18%	11%	9%	6%
	2021	24%	26%	**21%**	13%	13%	30%	-	*	-	33%	5%	33%	25%	15%	15%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	63%	**53%**	41%	50%	66%	*	*	-	58%	28%	43%	53%	52%	42%	48%
	2021	57%	60%	**60%**	59%	54%	70%	-	*	-	47%	43%	56%	66%	51%	53%	45%
At Meets Grade Level or Above	2022	31%	33%	**21%**	12%	19%	31%	*	*	-	17%	13%	14%	23%	18%	14%	17%
	2021	28%	31%	**24%**	23%	21%	29%	-	*	-	24%	23%	44%	28%	19%	21%	19%
At Masters Grade Level	2022	18%	20%	**11%**	9%	10%	14%	*	*	-	8%	8%	0%	9%	13%	7%	8%
	2021	14%	15%	**9%**	10%	4%	15%	-	*	-	6%	13%	33%	11%	7%	6%	2%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	**69%**	68%	60%	82%	*	*	*	89%	25%	*	76%	61%	64%	46%
	2021	67%	67%	**71%**	60%	63%	83%	*	-	-	77%	34%	*	76%	62%	62%	48%
At Meets Grade Level or Above	2022	47%	49%	**47%**	42%	40%	62%	*	*	*	44%	16%	*	54%	39%	39%	24%
	2021	50%	51%	**53%**	45%	45%	62%	*	-	-	62%	21%	*	58%	44%	45%	26%
At Masters Grade Level	2022	11%	12%	**7%**	8%	6%	9%	*	*	*	6%	6%	*	9%	6%	6%	1%
	2021	12%	14%	**8%**	9%	2%	12%	*	-	-	8%	8%	*	8%	7%	4%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	**73%**	64%	66%	83%	*	-	*	86%	26%	*	78%	65%	65%	49%
	2021	71%	71%	**76%**	64%	74%	83%	-	*	-	82%	20%	*	80%	69%	69%	60%
At Meets Grade Level or Above	2022	55%	56%	**58%**	50%	53%	68%	*	-	*	64%	22%	*	63%	52%	53%	32%
	2021	57%	58%	**62%**	50%	59%	70%	-	*	-	59%	11%	*	67%	50%	51%	36%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	10%	**6%**	6%	5%	6%	*	-	*	7%	5%	*	8%	3%	4%	2%
	2021	11%	13%	**9%**	3%	4%	17%	-	*	-	12%	3%	*	12%	4%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	**71%**	69%	67%	79%	*	*	*	77%	48%	*	78%	64%	62%	61%
	2021	73%	74%	**82%**	80%	77%	86%	*	*	-	92%	53%	86%	86%	76%	78%	70%
At Meets Grade Level or Above	2022	43%	46%	**35%**	32%	29%	43%	*	*	*	38%	15%	*	43%	24%	26%	16%
	2021	41%	44%	**43%**	32%	39%	50%	*	*	-	50%	14%	57%	46%	38%	31%	32%
At Masters Grade Level	2022	27%	30%	**20%**	13%	16%	32%	*	*	*	15%	10%	*	24%	16%	13%	6%
	2021	23%	27%	**21%**	13%	14%	28%	*	*	-	42%	3%	43%	23%	18%	14%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	**82%**	78%	74%	95%	*	*	*	89%	54%	*	88%	74%	76%	63%
	2021	82%	82%	**81%**	75%	71%	92%	*	-	-	92%	56%	*	86%	73%	76%	58%
At Meets Grade Level or Above	2022	55%	56%	**45%**	37%	36%	62%	*	*	*	50%	24%	*	56%	32%	35%	24%
	2021	55%	56%	**50%**	38%	44%	62%	*	-	-	38%	18%	*	57%	39%	40%	30%
At Masters Grade Level	2022	21%	24%	**16%**	11%	12%	24%	*	*	*	17%	6%	*	20%	11%	12%	4%
	2021	22%	24%	**16%**	9%	14%	21%	*	-	-	15%	3%	*	20%	9%	11%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	**91%**	83%	89%	97%	-	*	-	94%	57%	100%	94%	86%	87%	78%
	2021	88%	88%	**90%**	79%	89%	96%	*	*	-	86%	63%	*	92%	85%	85%	78%
At Meets Grade Level or Above	2022	68%	68%	**65%**	52%	65%	71%	-	*	-	76%	14%	50%	70%	54%	58%	41%
	2021	69%	69%	**66%**	44%	63%	79%	*	*	-	50%	41%	*	70%	57%	56%	44%
At Masters Grade Level	2022	42%	43%	**38%**	33%	35%	44%	-	*	-	35%	9%	38%	42%	30%	26%	17%
	2021	43%	44%	**33%**	21%	30%	39%	*	*	-	43%	22%	*	36%	27%	23%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	**93%**	*	96%	92%	-	*	-	*	-	-	94%	91%	88%	100%
	2021	95%	96%	**89%**	71%	86%	93%	-	*	-	*	-	-	93%	67%	82%	-
At Meets Grade Level or Above	2022	64%	70%	**43%**	*	43%	44%	-	*	-	*	-	-	48%	18%	29%	0%
	2021	69%	73%	**53%**	14%	50%	61%	-	*	-	*	-	-	57%	33%	41%	-

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	19%	**4%**	*	0%	4%	-	*	-	*	-	-	5%	0%	0%	0%
	2021	14%	20%	**6%**	0%	0%	11%	-	*	-	*	-	-	7%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	**71%**	64%	65%	81%	63%	100%	50%	78%	40%	76%	75%	66%	63%	57%
	2021	67%	69%	**70%**	61%	64%	80%	67%	96%	-	73%	39%	71%	74%	65%	62%	58%
At Meets Grade Level or Above	2022	48%	50%	**42%**	34%	36%	52%	29%	93%	13%	50%	17%	40%	46%	35%	34%	27%
	2021	41%	44%	**41%**	32%	35%	51%	46%	83%	-	39%	19%	41%	45%	34%	32%	26%
At Masters Grade Level	2022	23%	25%	**19%**	15%	15%	25%	17%	70%	0%	23%	8%	20%	21%	15%	13%	10%
	2021	18%	21%	**16%**	12%	12%	23%	21%	54%	-	18%	8%	24%	19%	13%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	75%	**74%**	70%	68%	84%	79%	100%	*	83%	40%	79%	78%	69%	66%	58%
	2021	68%	69%	**72%**	64%	66%	80%	75%	100%	-	79%	39%	74%	75%	67%	65%	61%
At Meets Grade Level or Above	2022	53%	54%	**50%**	43%	43%	61%	29%	100%	*	61%	20%	47%	54%	44%	42%	33%
	2021	45%	46%	**45%**	36%	38%	56%	63%	89%	-	45%	19%	36%	49%	38%	37%	27%
At Masters Grade Level	2022	25%	27%	**22%**	19%	18%	28%	21%	70%	*	29%	9%	25%	25%	18%	17%	14%
	2021	18%	20%	**17%**	13%	12%	24%	38%	56%	-	17%	8%	23%	19%	15%	12%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	**67%**	61%	63%	76%	42%	100%	*	73%	38%	73%	71%	62%	59%	57%
	2021	66%	68%	**69%**	59%	64%	78%	50%	88%	-	71%	41%	75%	72%	64%	62%	61%
At Meets Grade Level or Above	2022	42%	45%	**33%**	28%	28%	43%	25%	90%	*	42%	15%	36%	37%	29%	26%	22%
	2021	37%	41%	**37%**	28%	32%	47%	38%	63%	-	39%	20%	40%	41%	32%	28%	27%
At Masters Grade Level	2022	20%	23%	**15%**	12%	11%	20%	17%	70%	*	18%	7%	14%	16%	12%	9%	8%
	2021	18%	20%	**17%**	11%	12%	23%	25%	50%	-	20%	8%	29%	18%	14%	11%	10%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**69%**	61%	63%	82%	80%	*	*	74%	42%	73%	73%	65%	61%	53%
	2021	71%	72%	**73%**	64%	66%	84%	*	*	-	73%	44%	65%	78%	66%	66%	56%
At Meets Grade Level or Above	2022	47%	49%	**37%**	29%	31%	51%	40%	*	*	39%	16%	36%	43%	30%	28%	22%
	2021	44%	45%	**42%**	35%	35%	53%	*	*	-	31%	19%	45%	47%	35%	33%	27%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	23%	**14%**	10%	10%	23%	20%	*	*	17%	5%	23%	18%	10%	9%	4%
	2021	20%	22%	**16%**	12%	11%	22%	*	*	-	20%	6%	15%	19%	12%	11%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	76%	**72%**	59%	68%	83%	*	*	-	79%	39%	73%	75%	67%	63%	59%
	2021	73%	74%	**75%**	68%	71%	84%	*	*	-	65%	51%	64%	80%	65%	68%	59%
At Meets Grade Level or Above	2022	50%	51%	**43%**	30%	40%	53%	*	*	-	52%	14%	33%	48%	34%	35%	26%
	2021	49%	50%	**45%**	32%	41%	55%	*	*	-	35%	31%	45%	50%	35%	37%	30%
At Masters Grade Level	2022	30%	32%	**24%**	20%	22%	30%	*	*	-	24%	8%	20%	27%	21%	16%	11%
	2021	29%	30%	**21%**	15%	16%	28%	*	*	-	23%	17%	36%	24%	15%	13%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	**26%**	23%	19%	36%	*	*	*	33%	15%	33%	32%	18%	18%	6%
	2021	24%	26%	**23%**	18%	18%	31%	*	*	-	13%	23%	11%	23%	22%	16%	19%
Reading and Mathematics Including EOC	2022	36%	38%	**26%**	23%	19%	36%	*	*	*	33%	15%	33%	32%	18%	18%	6%
	2021	24%	26%	**23%**	18%	18%	31%	*	*	-	13%	23%	11%	23%	22%	16%	19%
Reading Including EOC	2022	51%	52%	**40%**	44%	33%	46%	*	*	*	47%	21%	67%	43%	36%	32%	19%
	2021	38%	40%	**38%**	29%	27%	52%	*	*	-	60%	33%	11%	38%	39%	32%	24%
Math Including EOC	2022	43%	45%	**31%**	26%	25%	42%	*	*	*	40%	15%	56%	37%	22%	22%	10%
	2021	31%	33%	**29%**	23%	27%	36%	*	*	-	27%	28%	22%	30%	28%	22%	31%
4th Graders																	
Reading and Mathematics	2022	36%	38%	**33%**	29%	24%	45%	*	*	-	50%	20%	23%	34%	32%	25%	21%
	2021	26%	29%	**27%**	23%	17%	39%	-	*	-	23%	8%	64%	30%	24%	18%	13%
Reading and Mathematics Including EOC	2022	36%	38%	**33%**	29%	24%	45%	*	*	-	50%	20%	23%	34%	32%	25%	21%
	2021	26%	29%	**27%**	23%	17%	39%	-	*	-	23%	8%	64%	30%	24%	18%	13%
Reading Including EOC	2022	54%	55%	**49%**	41%	41%	60%	*	*	-	80%	28%	31%	50%	48%	42%	32%
	2021	36%	39%	**35%**	31%	23%	48%	-	*	-	38%	11%	73%	35%	35%	24%	16%
Math Including EOC	2022	43%	45%	**40%**	37%	31%	52%	*	*	-	50%	22%	38%	40%	40%	29%	30%
	2021	36%	39%	**35%**	31%	23%	49%	-	*	-	31%	10%	64%	38%	32%	25%	16%
5th Graders																	
Reading and Mathematics	2022	41%	43%	**35%**	33%	27%	46%	-	*	-	38%	8%	50%	36%	34%	29%	21%
	2021	34%	37%	**35%**	23%	31%	43%	*	-	-	21%	18%	25%	38%	30%	30%	25%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	43%	**35%**	33%	27%	46%	-	*	-	38%	8%	50%	36%	34%	29%	21%
	2021	34%	37%	**35%**	23%	31%	43%	*	-	-	21%	18%	25%	38%	30%	30%	25%
Reading Including EOC	2022	58%	59%	**48%**	44%	40%	59%	-	*	-	63%	12%	67%	52%	44%	39%	30%
	2021	46%	49%	**47%**	32%	39%	59%	*	-	-	29%	21%	25%	51%	40%	40%	32%
Math Including EOC	2022	48%	50%	**43%**	40%	35%	52%	-	*	-	50%	10%	50%	42%	43%	37%	29%
	2021	44%	47%	**46%**	35%	43%	54%	*	-	-	43%	26%	25%	49%	42%	38%	35%
6th Graders																	
Reading and Mathematics	2022	31%	34%	**33%**	23%	34%	37%	*	*	*	41%	14%	23%	41%	24%	25%	31%
	2021	24%	28%	**23%**	21%	18%	29%	-	*	-	36%	14%	20%	28%	16%	17%	15%
Reading and Mathematics Including EOC	2022	31%	34%	**33%**	23%	34%	37%	*	*	*	41%	14%	23%	41%	24%	25%	31%
	2021	24%	28%	**23%**	21%	18%	29%	-	*	-	36%	14%	20%	28%	16%	17%	15%
Reading Including EOC	2022	43%	45%	**48%**	34%	42%	61%	*	*	*	55%	24%	31%	58%	36%	38%	35%
	2021	32%	35%	**35%**	33%	29%	40%	-	*	-	55%	20%	20%	40%	27%	29%	23%
Math Including EOC	2022	40%	44%	**40%**	30%	40%	45%	*	*	*	41%	19%	31%	48%	31%	32%	37%
	2021	36%	41%	**38%**	26%	33%	46%	-	*	-	55%	23%	40%	44%	28%	28%	32%
7th Graders																	
Reading and Mathematics	2022	32%	35%	**24%**	17%	18%	34%	*	*	-	42%	12%	28%	29%	18%	19%	13%
	2021	26%	29%	**24%**	14%	19%	36%	*	*	-	0%	9%	*	28%	17%	15%	14%
Reading and Mathematics Including EOC	2022	33%	37%	**24%**	17%	18%	34%	*	*	-	42%	12%	28%	29%	18%	19%	13%
	2021	27%	31%	**24%**	14%	19%	36%	*	*	-	0%	9%	*	28%	17%	15%	14%
Reading Including EOC	2022	56%	58%	**55%**	46%	49%	67%	*	*	-	83%	18%	50%	62%	46%	49%	45%
	2021	45%	47%	**41%**	25%	39%	54%	*	*	-	15%	16%	*	45%	34%	30%	35%
Math Including EOC	2022	37%	40%	**26%**	18%	21%	36%	*	*	-	42%	12%	28%	29%	22%	22%	16%
	2021	32%	36%	**29%**	19%	23%	41%	*	*	-	8%	9%	*	34%	21%	19%	21%
8th Graders																	
Reading and Mathematics	2022	27%	27%	**11%**	11%	8%	16%	*	-	-	20%	13%	0%	12%	10%	11%	9%
	2021	21%	21%	**23%**	17%	20%	31%	-	-	-	14%	18%	0%	26%	18%	17%	8%
Reading and Mathematics Including EOC	2022	41%	44%	**27%**	19%	20%	42%	*	*	-	33%	13%	14%	31%	22%	20%	14%
	2021	33%	36%	**36%**	26%	28%	51%	-	*	-	28%	18%	33%	41%	28%	26%	16%
Reading Including EOC	2022	58%	60%	**50%**	44%	46%	60%	*	-	-	58%	20%	29%	51%	49%	40%	43%
	2021	47%	49%	**46%**	35%	39%	60%	-	*	-	39%	20%	44%	52%	37%	36%	27%

	School Year	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	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	51%	**30%**	20%	24%	44%	*	*	-	33%	13%	14%	33%	24%	22%	18%
	2021	43%	45%	**50%**	42%	41%	61%	-	*	-	58%	25%	56%	54%	43%	38%	31%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	36%	**28%**	23%	22%	37%	9%	100%	*	39%	14%	28%	31%	23%	21%	17%
	2021	26%	29%	**26%**	19%	21%	35%	43%	67%	-	18%	15%	27%	29%	21%	19%	16%
Reading and Mathematics Including EOC	2022	36%	39%	**30%**	24%	24%	40%	8%	100%	*	40%	14%	29%	34%	25%	23%	18%
	2021	28%	31%	**28%**	21%	22%	38%	43%	71%	-	20%	15%	31%	32%	23%	21%	17%
Reading Including EOC	2022	53%	55%	**49%**	42%	42%	59%	17%	100%	*	64%	21%	46%	53%	43%	40%	34%
	2021	41%	43%	**40%**	31%	33%	52%	57%	86%	-	39%	20%	35%	44%	35%	32%	26%
Math Including EOC	2022	43%	46%	**35%**	28%	29%	45%	25%	100%	*	43%	15%	36%	38%	31%	27%	24%
	2021	37%	40%	**38%**	29%	32%	48%	43%	71%	-	38%	20%	43%	42%	33%	28%	28%

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

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2022	77	76	**73**	73	72	73	*	*	-	83	68	96	76	70	72	65
	2019	61	62	**65**	46	59	74	-	*	-	81	62	75	68	62	58	69
Grade 4 Mathematics	2022	74	75	**71**	77	67	70	*	*	-	77	63	73	67	77	68	51
	2019	65	67	**71**	50	74	74	-	*	-	85	63	83	75	65	69	77
Grade 5 ELA/Reading	2022	87	87	**83**	87	79	87	-	*	-	81	80	79	82	85	78	71
	2019	81	83	**79**	73	80	81	*	*	-	65	68	69	80	77	76	76
Grade 5 Mathematics	2022	79	78	**72**	82	70	70	-	*	-	54	81	58	71	72	71	69
	2019	83	85	**85**	86	80	90	*	*	-	80	83	100	87	83	84	76
Grade 6 ELA/Reading	2022	61	63	**67**	56	72	69	*	-	-	69	56	68	69	66	67	69
	2019	42	46	**55**	50	49	58	-	*	-	68	43	38	59	50	50	49
Grade 6 Mathematics	2022	61	62	**66**	69	69	64	*	-	-	66	64	55	67	66	67	72
	2019	54	58	**66**	60	53	76	-	*	-	71	50	73	72	59	58	50
Grade 7 ELA/Reading	2022	88	89	**84**	81	82	88	-	*	-	100	66	94	85	84	83	78
	2019	77	78	**67**	69	65	69	*	-	-	63	52	*	67	68	65	65
Grade 7 Mathematics	2022	60	60	**44**	48	41	44	-	*	-	56	36	25	43	46	45	34
	2019	62	64	**48**	52	49	46	*	-	-	38	38	*	49	46	46	53
Grade 8 ELA/Reading	2022	83	84	**82**	90	81	78	*	*	-	78	76	100	81	83	83	84
	2019	77	78	**80**	75	81	82	-	*	-	68	67	*	81	79	82	84
Grade 8 Mathematics	2022	74	72	**65**	60	68	63	*	-	-	79	58	*	65	64	62	70
	2019	82	81	**76**	66	80	76	-	-	-	83	56	-	80	72	73	79
End of Course English II	2022	71	73	**76**	69	75	82	*	-	-	68	72	*	79	70	73	71
	2019	69	71	**78**	80	80	74	*	*	-	90	88	60	76	82	81	87
End of Course Algebra I	2022	67	69	**53**	49	50	61	*	*	-	38	40	*	59	44	44	41
	2019	75	78	**87**	80	87	88	*	*	-	92	60	100	88	86	82	83
All Grades Both Subjects	2022	74	74	**70**	71	69	71	53	100	-	70	63	67	70	69	68	65
	2019	69	71	**71**	66	71	74	75	100	-	74	62	73	73	69	69	70
All Grades ELA/Reading	2022	78	79	**78**	77	77	79	50	100	-	79	69	86	79	76	76	73
	2019	68	70	**71**	66	70	73	*	100	-	74	63	59	72	70	69	71
All Grades Mathematics	2022	69	70	**62**	64	60	62	57	100	-	61	58	48	62	62	60	56
	2019	70	72	**72**	66	71	75	*	100	-	74	61	88	75	68	69	69

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

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	75%	**71%**	45%	-	-	-	48%	44%	53%	82%	53%	41%	74%	74%	53%	92%
	2021	67%	69%	**70%**	49%	-	-	-	39%	51%	52%	65%	51%	63%	67%	73%	51%	93%
At Meets Grade Level or Above	2022	48%	50%	**42%**	18%	-	-	-	23%	16%	23%	35%	22%	22%	35%	45%	22%	69%
	2021	41%	44%	**41%**	15%	-	-	-	9%	16%	21%	35%	20%	50%	24%	44%	19%	66%
At Masters Grade Level	2022	23%	25%	**19%**	9%	-	-	-	14%	8%	7%	15%	7%	2%	12%	20%	7%	34%
	2021	18%	21%	**16%**	7%	-	-	-	4%	7%	6%	12%	5%	6%	5%	18%	6%	24%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	75%	**74%**	48%	-	-	-	50%	47%	55%	94%	55%	38%	76%	77%	55%	97%
	2021	68%	69%	**72%**	54%	-	-	-	32%	59%	54%	74%	52%	57%	67%	74%	54%	97%
At Meets Grade Level or Above	2022	53%	54%	**50%**	19%	-	-	-	27%	17%	28%	47%	28%	26%	45%	53%	27%	86%
	2021	45%	46%	**45%**	15%	-	-	-	4%	18%	20%	43%	18%	43%	33%	49%	19%	76%
At Masters Grade Level	2022	25%	27%	**22%**	13%	-	-	-	23%	11%	9%	12%	10%	0%	21%	24%	10%	40%
	2021	18%	20%	**17%**	8%	-	-	-	4%	9%	6%	17%	5%	0%	7%	19%	7%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	**67%**	48%	-	-	-	45%	49%	53%	71%	52%	60%	72%	69%	54%	87%
	2021	66%	68%	**69%**	51%	-	-	-	48%	52%	57%	65%	57%	50%	79%	71%	56%	88%
At Meets Grade Level or Above	2022	42%	45%	**33%**	20%	-	-	-	18%	21%	18%	24%	18%	20%	31%	36%	19%	56%
	2021	37%	41%	**37%**	18%	-	-	-	16%	19%	25%	30%	24%	50%	14%	40%	22%	55%
At Masters Grade Level	2022	20%	23%	**15%**	7%	-	-	-	5%	8%	6%	18%	6%	10%	7%	16%	6%	31%
	2021	18%	20%	**17%**	8%	-	-	-	4%	9%	8%	9%	8%	17%	0%	18%	8%	24%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	**69%**	17%	-	-	-	-	17%	49%	-	51%	29%	75%	73%	47%	91%
	2021	71%	72%	**73%**	44%	-	-	-	-	44%	48%	*	48%	*	75%	77%	49%	90%
At Meets Grade Level or Above	2022	47%	49%	**37%**	0%	-	-	-	-	0%	17%	-	18%	6%	25%	41%	15%	65%
	2021	44%	45%	**42%**	12%	-	-	-	-	12%	18%	*	18%	*	25%	45%	17%	71%
At Masters Grade Level	2022	21%	23%	**14%**	0%	-	-	-	-	0%	3%	-	3%	0%	0%	17%	2%	24%
	2021	20%	22%	**16%**	2%	-	-	-	-	2%	2%	*	3%	*	13%	18%	3%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	76%	**72%**	-	-	-	-	-	-	54%	-	53%	63%	*	73%	55%	89%
	2021	73%	74%	**75%**	-	-	-	-	-	-	50%	-	49%	*	*	78%	48%	92%
At Meets Grade Level or Above	2022	50%	51%	**43%**	-	-	-	-	-	-	25%	-	24%	38%	*	45%	24%	57%
	2021	49%	50%	**45%**	-	-	-	-	-	-	26%	-	25%	*	*	47%	25%	57%

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CRANDALL ISD (129901) - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	32%	**24%**	-	-	-	-	-	-	9%	-	9%	13%	*	26%	9%	37%
	2021	29%	30%	**21%**	-	-	-	-	-	-	4%	-	4%	*	*	23%	4%	27%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	74%	**70%**	57%	-	-	-	-	57%	63%	60%	63%	67%	65%	71%	63%	82%
	2019	69%	71%	**71%**	-	-	-	-	-	-	68%	*	68%		62%		67%	
All Grades ELA/Reading	2022	78%	79%	**78%**	63%	-	-	-	-	63%	73%	77%	73%	70%	78%	78%	71%	93%
	2019	68%	70%	**71%**	-	-	-	-	-	-	67%	*	67%		56%		66%	
All Grades Mathematics	2022	69%	70%	**62%**	52%	-	-	-	-	52%	54%	47%	55%	*	55%	63%	55%	69%
	2019	70%	72%	**72%**	-	-	-	-	-	-	68%	*	68%		67%		68%	

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

\- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
CRANDALL ISD (129901) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	93%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**91%**	86%	91%	96%	100%	64%	100%	91%	91%	90%	94%	88%	91%	90%
Not Included in Accountability: Mobile	5%	5%	**8%**	14%	7%	4%	0%	29%	0%	9%	7%	10%	5%	10%	7%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	2%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	81%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**91%**	85%	90%	96%	100%	63%	*	90%	90%	90%	93%	87%	90%	88%
Not Included in Accountability: Mobile	5%	5%	**7%**	14%	6%	4%	0%	19%	*	10%	7%	10%	5%	10%	7%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	0%	4%	0%	0%	0%	*	0%	2%	0%	1%	2%	2%	7%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	19%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	19%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	85%	92%	95%	100%	67%	*	91%	91%	90%	94%	88%	92%	93%
Not Included in Accountability: Mobile	5%	5%	**8%**	15%	7%	4%	0%	33%	*	9%	8%	10%	6%	11%	8%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	86%	92%	96%	100%	50%	*	94%	92%	92%	94%	88%	92%	92%
Not Included in Accountability: Mobile	4%	5%	**8%**	14%	7%	3%	0%	50%	*	6%	6%	8%	6%	10%	8%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	*	0%	2%	0%	0%	1%	1%	2%
Not Tested	2%	2%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%

	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	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	88%	92%	98%	*	*	-	97%	90%	83%	96%	89%	93%	91%
Not Included in Accountability: Mobile	4%	4%	**6%**	11%	7%	2%	*	*	-	3%	9%	17%	4%	9%	6%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	1%	3%
Not Tested	2%	2%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	95%	**90%**	*	92%	91%	-	*	-	*	-	-	90%	92%	86%	100%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	**97%**	95%	98%	96%	100%	92%	-	91%	96%	100%	97%	96%	97%	99%
Included in Accountability	83%	87%	**90%**	87%	90%	93%	100%	92%	-	89%	91%	92%	93%	87%	90%	89%
Not Included in Accountability: Mobile	3%	3%	**5%**	9%	6%	3%	0%	0%	-	3%	3%	6%	4%	7%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	-	0%	2%	2%	0%	1%	1%	4%
Not Tested	12%	8%	**3%**	5%	2%	4%	0%	8%	-	9%	4%	0%	3%	4%	3%	1%
Absent	2%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	**3%**	4%	2%	3%	0%	8%	-	9%	3%	0%	3%	4%	3%	1%
Reading																
Assessment Participant	89%	92%	**97%**	95%	99%	97%	100%	90%	-	91%	96%	100%	98%	96%	97%	100%
Included in Accountability	83%	86%	**90%**	86%	89%	94%	100%	90%	-	88%	90%	93%	93%	87%	89%	85%
Not Included in Accountability: Mobile	3%	3%	**5%**	9%	6%	3%	0%	0%	-	2%	4%	5%	4%	7%	6%	6%
Not Included in Accountability: Other Exclusions	3%	2%	**2%**	0%	4%	0%	0%	0%	-	0%	3%	2%	1%	3%	3%	9%
Not Tested	11%	8%	**3%**	5%	1%	3%	0%	10%	-	9%	4%	0%	2%	4%	3%	0%
Absent	2%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	**3%**	4%	1%	3%	0%	10%	-	9%	4%	0%	2%	3%	2%	0%
Mathematics																
Assessment Participant	88%	92%	**95%**	94%	97%	95%	100%	89%	-	88%	95%	100%	96%	94%	96%	98%
Included in Accountability	84%	88%	**89%**	85%	89%	92%	100%	89%	-	85%	91%	93%	92%	86%	89%	90%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**5%**	8%	7%	3%	0%	0%	-	3%	3%	5%	4%	7%	6%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	1%	2%	0%	1%	1%	2%
Not Tested	12%	8%	**5%**	6%	3%	5%	0%	11%	-	12%	5%	0%	4%	6%	4%	2%
Absent	2%	1%	**0%**	0%	0%	1%	0%	0%	-	1%	1%	0%	0%	1%	0%	0%
Other	10%	7%	**4%**	6%	3%	4%	0%	11%	-	11%	4%	0%	4%	5%	4%	2%
Science																
Assessment Participant	87%	91%	**97%**	98%	98%	97%	*	*	-	92%	96%	100%	98%	97%	98%	100%
Included in Accountability	84%	87%	**92%**	89%	91%	95%	*	*	-	88%	92%	87%	94%	89%	91%	92%
Not Included in Accountability: Mobile	3%	3%	**5%**	9%	5%	3%	*	*	-	4%	3%	9%	4%	7%	6%	5%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	*	*	-	0%	1%	4%	0%	1%	1%	2%
Not Tested	13%	9%	**3%**	2%	2%	3%	*	*	-	8%	4%	0%	2%	3%	2%	0%
Absent	2%	2%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	**3%**	2%	2%	3%	*	*	-	8%	4%	0%	2%	3%	2%	0%
Social Studies																
Assessment Participant	87%	91%	**97%**	97%	98%	97%	*	*	-	94%	97%	100%	98%	96%	97%	99%
Included in Accountability	84%	88%	**92%**	86%	92%	94%	*	*	-	94%	94%	92%	94%	87%	91%	93%
Not Included in Accountability: Mobile	3%	3%	**5%**	11%	6%	3%	*	*	-	0%	3%	8%	3%	9%	6%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	13%	9%	**3%**	3%	2%	3%	*	*	-	6%	3%	0%	2%	4%	3%	1%
Absent	3%	2%	**0%**	1%	0%	0%	*	*	-	0%	1%	0%	0%	0%	1%	0%
Other	10%	7%	**2%**	1%	2%	3%	*	*	-	6%	1%	0%	2%	3%	3%	1%
Accelerated Testers																
SAT/ACT Participant	85%	92%	**62%**	70%	61%	61%	-	*	-	*	-	-	64%	56%	59%	*

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

- Indicates there are no students in the group.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.2%	**95.9%**	95.3%	95.9%	96.2%	97.3%	97.6%	*	96.3%	95.2%	95.2%	95.9%
2019-20	98.3%	98.3%	**98.8%**	98.6%	99.0%	98.8%	99.1%	99.7%	*	98.5%	98.4%	98.6%	99.1%
Chronic Absenteeism													
2020-21	15.0%	13.7%	**11.3%**	14.9%	11.4%	9.5%	4.3%	7.7%	*	10.8%	15.5%	14.7%	11.3%
2019-20	6.7%	6.4%	**5.3%**	8.5%	3.7%	4.9%	5.3%	0.0%	20.0%	7.3%	7.7%	6.2%	2.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	**0.3%**	0.6%	0.0%	0.3%	*	*	-	0.0%	1.1%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.8%	**0.3%**	0.3%	0.4%	0.3%	0.0%	0.0%	-	0.0%	1.3%	0.5%	0.6%
2019-20	1.6%	2.2%	**0.1%**	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	87.5%	**98.2%**	98.4%	96.9%	98.7%	*	*	-	100.0%	100.0%	96.9%	90.5%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.1%	**1.8%**	1.6%	3.1%	1.3%	*	*	-	0.0%	0.0%	3.1%	9.5%
Dropped Out	5.8%	7.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	87.7%	**98.2%**	98.4%	96.9%	98.7%	*	*	-	100.0%	100.0%	96.9%	90.5%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Class of 2020													
Graduated	90.3%	87.7%	**98.7%**	97.1%	98.8%	99.3%	-	*	*	100.0%	100.0%	97.9%	100.0%
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	**0.3%**	0.0%	1.3%	0.0%	-	*	*	0.0%	0.0%	0.7%	0.0%
Dropped Out	5.4%	6.6%	**1.0%**	2.9%	0.0%	0.7%	-	*	*	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	90.7%	88.0%	**98.7%**	97.1%	98.8%	99.3%	-	*	*	100.0%	100.0%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	**99.0%**	97.1%	100.0%	99.3%	-	*	*	100.0%	100.0%	98.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	89.9%	**99.0%**	97.1%	100.0%	99.3%	-	*	*	100.0%	100.0%	98.6%	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	1.1%	1.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.1%	**1.0%**	2.9%	0.0%	0.7%	-	*	*	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	92.7%	90.2%	**99.0%**	97.1%	100.0%	99.3%	-	*	*	100.0%	100.0%	98.6%	100.0%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**99.0%**	97.1%	100.0%	99.3%	-	*	*	100.0%	100.0%	98.6%	100.0%
Class of 2019													
Graduated	92.0%	90.6%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	1.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	**0.7%**	2.5%	1.4%	0.0%	-	*	-	0.0%	0.0%	0.8%	0.0%
Graduates and TxCHSE	92.6%	91.0%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.3%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
Received TxCHSE	0.6%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.6%	**0.7%**	2.5%	1.4%	0.0%	-	*	-	0.0%	0.0%	0.8%	0.0%
Graduates and TxCHSE	93.2%	91.8%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.4%	**99.3%**	97.5%	98.6%	100.0%	-	*	-	100.0%	100.0%	99.2%	100.0%
Class of 2018													
Graduated	92.6%	91.9%	**99.6%**	100.0%	100.0%	99.4%	-	*	-	100.0%	100.0%	99.1%	100.0%
Received TxCHSE	0.7%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.7%	**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	93.3%	92.4%	**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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	87.5%	**97.6%**	96.9%	96.9%	98.1%	*	*	-	100.0%	93.8%	95.7%	90.5%
Class of 2020	90.3%	87.7%	**97.1%**	93.1%	98.8%	98.0%	-	*	*	100.0%	90.2%	94.7%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	62.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	91.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.0%	**2.1%**	4.9%	1.1%	1.3%	*	*	-	7.1%	6.7%	3.2%	0.0%
Class of 2020	4.3%	5.2%	**1.3%**	1.5%	1.3%	1.3%	-	*	*	0.0%	2.8%	0.7%	4.3%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	79.4%	**90.5%**	80.3%	92.6%	93.5%	*	*	-	85.7%	70.0%	85.8%	84.2%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	80.4%	**84.2%**	69.2%	86.1%	89.9%	-	*	*	71.4%	38.9%	74.3%	69.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	82.5%	**92.6%**	85.2%	93.6%	94.8%	*	*	-	92.9%	76.7%	89.0%	84.2%
Class of 2020	87.8%	85.6%	**85.5%**	70.8%	87.3%	91.3%	-	*	*	71.4%	41.7%	75.0%	73.9%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	19.6%	*	-	-	*	-	-	-	-	-	-	-
2019-20	38.6%	50.7%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.1%	**0.3%**	0.0%	0.0%	0.0%	*	*	-	7.7%	0.0%	0.0%	0.0%
2019-20	4.4%	5.3%	**3.3%**	6.2%	2.7%	2.5%	-	*	*	0.0%	9.7%	4.4%	5.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	77.8%	**94.7%**	91.9%	92.5%	97.4%	*	*	-	92.3%	67.7%	94.4%	87.5%
2019-20	81.8%	78.7%	**82.4%**	66.2%	86.5%	87.3%	-	*	*	75.0%	41.9%	74.3%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.8%	**95.0%**	91.9%	92.5%	97.5%	*	*	-	100.0%	67.7%	94.4%	87.5%
2019-20	85.8%	83.7%	**85.7%**	72.3%	89.3%	89.8%	-	*	*	75.0%	51.6%	78.8%	80.0%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	343	100.0%	358,842	100.0%
By Ethnicity:				
African American	62	18.1%	44,018	12.3%
Hispanic	107	31.2%	183,306	51.1%
White	157	45.8%	103,898	29.0%
American Indian	1	0.3%	1,195	0.3%
Asian	3	0.9%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	13	3.8%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	1	0.3%	729	0.2%
Foundation H.S. Program (No Endorsement)	17	5.0%	56,281	15.7%
Foundation H.S. Program (Endorsement)	1	0.3%	13,582	3.8%
Foundation H.S. Program (DLA)	324	94.5%	287,316	80.1%
Special Education Graduates	31	9.0%	31,028	8.6%
Economically Disadvantaged Graduates	160	46.6%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	24	7.0%	32,809	9.1%
At-Risk Graduates	139	40.5%	155,884	43.4%
CTE Completers	91	26.5%	99,076	27.6%

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	65.3%	**56.3%**	35.5%	57.0%	61.1%	*	*	-	92.3%	80.6%	46.9%	41.7%
2019-20	63.0%	62.8%	**59.1%**	47.7%	58.7%	64.3%	-	*	*	62.5%	90.3%	47.4%	45.0%
				College Ready Graduates									
College Ready (Annual Graduates)													
2020-21	52.7%	55.3%	**44.0%**	27.4%	39.3%	52.2%	*	*	-	61.5%	6.5%	34.4%	16.7%
2019-20	53.4%	55.1%	**47.7%**	30.8%	41.3%	57.3%	-	*	*	62.5%	6.5%	29.9%	15.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.4%	**54.5%**	33.9%	50.5%	64.3%	*	*	-	61.5%	3.2%	44.4%	12.5%
2019-20	59.7%	60.0%	**55.8%**	38.5%	50.7%	65.6%	-	*	*	62.5%	9.7%	43.1%	35.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	46.2%	**42.3%**	35.5%	39.3%	45.9%	*	*	-	53.8%	3.2%	36.3%	16.7%
2019-20	47.9%	47.6%	**50.6%**	38.5%	44.0%	58.0%	-	*	*	75.0%	16.1%	38.0%	40.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	41.7%	**35.0%**	24.2%	29.9%	40.8%	*	*	-	53.8%	3.2%	26.9%	8.3%
2019-20	43.2%	43.8%	**40.3%**	26.2%	32.0%	49.0%	-	*	*	62.5%	6.5%	25.5%	10.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	26.9%	**12.5%**	4.8%	21.5%	8.9%	*	*	-	15.4%	3.2%	10.6%	12.5%
2019-20	21.1%	27.0%	**15.9%**	9.2%	18.7%	16.6%	-	*	*	25.0%	0.0%	8.8%	5.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	3.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	2.1%	2.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.6%	**26.2%**	12.9%	16.8%	38.2%	*	*	-	23.1%	0.0%	18.8%	4.2%
2019-20	24.6%	23.1%	**27.3%**	9.2%	18.7%	38.2%	-	*	*	37.5%	0.0%	13.9%	5.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	3.7%	**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)													
2020-21	24.2%	20.4%	**22.4%**	12.9%	28.0%	22.3%	*	*	-	30.8%	80.6%	18.8%	33.3%
2019-20	18.7%	14.9%	**14.0%**	16.9%	21.3%	9.6%	-	*	*	12.5%	90.3%	19.0%	30.0%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	14.9%	**17.2%**	8.1%	22.4%	18.5%	*	*	-	7.7%	22.6%	12.5%	20.8%
2019-20	13.2%	8.9%	**5.8%**	0.0%	13.3%	4.5%	-	*	*	12.5%	9.7%	5.8%	10.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.9%	**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)													
2020-21	2.4%	2.0%	**3.2%**	1.6%	5.6%	2.5%	*	*	-	0.0%	35.5%	4.4%	12.5%
2019-20	2.4%	2.6%	**5.8%**	12.3%	5.3%	3.8%	-	*	*	0.0%	58.1%	8.8%	15.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.1%	**6.1%**	4.8%	5.6%	5.7%	*	*	-	23.1%	67.7%	6.3%	16.7%
2019-20	3.7%	3.8%	**5.2%**	7.7%	5.3%	4.5%	-	*	*	0.0%	51.6%	8.0%	5.0%

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	21.6%	**43.1%**	21.0%	38.3%	55.4%	*	*	-	38.5%	3.2%	34.4%	4.2%
	2019-20	30.1%	25.3%	**48.1%**	26.2%	38.7%	61.1%	-	*	*	62.5%	6.5%	33.6%	15.0%
Mathematics	2020-21	19.4%	15.1%	**26.8%**	19.4%	19.6%	33.1%	*	*	-	46.2%	3.2%	20.6%	0.0%
	2019-20	21.2%	16.6%	**33.1%**	15.4%	24.0%	43.9%	-	*	*	50.0%	6.5%	19.0%	15.0%
Both Subjects	2020-21	14.4%	10.7%	**23.9%**	14.5%	17.8%	31.2%	*	*	-	30.8%	3.2%	16.9%	0.0%
	2019-20	16.4%	12.8%	**30.2%**	15.4%	20.0%	40.1%	-	*	*	50.0%	3.2%	16.8%	5.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	7.0%	**9.6%**	9.7%	11.2%	7.0%	*	*	-	23.1%	0.0%	8.1%	8.3%
	2019-20	7.3%	5.1%	**6.2%**	12.3%	10.7%	1.9%	-	*	*	0.0%	0.0%	8.8%	20.0%
Mathematics	2020-21	10.3%	7.5%	**15.7%**	16.1%	20.6%	13.4%	*	*	-	0.0%	0.0%	16.3%	16.7%
	2019-20	9.7%	6.8%	**17.9%**	24.6%	21.3%	13.4%	-	*	*	25.0%	12.9%	19.7%	25.0%
Both Subjects	2020-21	4.9%	3.7%	**4.7%**	4.8%	6.5%	3.8%	*	*	-	0.0%	0.0%	3.1%	8.3%
	2019-20	4.2%	3.0%	**3.2%**	9.2%	4.0%	0.6%	-	*	*	0.0%	0.0%	3.6%	5.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	26.1%	**26.1%**	14.3%	29.4%	27.6%	*	42.9%	-	35.0%	2.9%	20.7%	7.1%
	2020	22.0%	27.5%	**23.7%**	12.6%	31.1%	24.3%	*	*	*	21.1%	1.4%	16.9%	5.6%
English Language Arts	2021	12.1%	16.0%	**13.5%**	10.7%	15.4%	12.3%	*	42.9%	-	20.0%	1.5%	9.7%	1.8%
	2020	12.7%	16.7%	**14.0%**	10.1%	19.9%	12.7%	*	*	*	10.5%	1.4%	10.6%	5.6%
Mathematics	2021	6.1%	8.3%	**9.0%**	5.4%	6.5%	10.6%	*	14.3%	-	30.0%	0.0%	4.7%	0.0%
	2020	6.4%	9.2%	**5.0%**	0.8%	5.0%	6.5%	*	*	*	10.5%	0.0%	1.8%	0.0%
Science	2021	8.7%	10.9%	**6.8%**	0.9%	6.0%	9.3%	*	0.0%	-	15.0%	0.0%	4.0%	0.0%
	2020	9.4%	12.1%	**6.5%**	4.2%	6.2%	7.2%	*	*	*	15.8%	0.0%	3.5%	0.0%
Social Studies	2021	11.6%	14.2%	**10.1%**	3.6%	11.9%	11.0%	*	14.3%	-	15.0%	1.5%	8.4%	0.0%
	2020	12.4%	15.5%	**6.7%**	1.7%	7.5%	7.9%	*	*	*	10.5%	0.0%	4.6%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	53.0%	**35.7%**	18.8%	47.5%	30.1%	-	*	-	57.1%	*	37.1%	*
	2020	59.0%	62.6%	**40.8%**	53.3%	46.0%	31.0%	-	*	-	*	*	37.5%	*
English Language Arts	2021	42.7%	47.1%	**31.0%**	25.0%	25.8%	37.8%	-	*	-	*	*	17.2%	*
	2020	50.1%	53.8%	**32.1%**	41.7%	31.3%	29.7%	-	*	-	*	*	23.3%	*
Mathematics	2021	49.4%	55.3%	**27.6%**	0.0%	7.7%	40.6%	-	*	-	33.3%	-	14.3%	-
	2020	56.5%	62.7%	**33.3%**	*	0.0%	47.4%	-	-	-	*	-	40.0%	-
Science	2021	41.4%	46.6%	**25.0%**	*	0.0%	32.1%	-	-	-	*	-	8.3%	-
	2020	47.6%	51.0%	**30.8%**	40.0%	40.0%	19.0%	-	-	-	*	-	20.0%	-

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	48.7%	**13.8%**	*	4.2%	21.2%	-	*	-	*	*	4.0%	-
	2020	52.3%	57.4%	**17.5%**	*	16.7%	13.0%	-	*	-	*	-	15.4%	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	80.5%	**27.1%**	30.6%	20.6%	29.3%	*	*	-	38.5%	0.0%	21.0%	4.2%
	2019-20	76.7%	81.5%	**40.9%**	30.8%	30.7%	49.7%	-	*	*	50.0%	12.9%	25.5%	4.8%
At/Above Criterion for All Examinees	2020-21	32.9%	36.5%	**31.2%**	5.3%	27.3%	41.3%	-	*	-	60.0%	-	27.3%	*
	2019-20	35.7%	40.2%	**44.4%**	20.0%	39.1%	48.7%	-	*	-	*	*	27.8%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1015	**1026**	923	1011	1088	-	*	-	*	-	1022	-
	2019-20	1019	1035	**1059**	954	1018	1093	-	1230	-	1173	835	1013	1080
English Language Arts and Writing	2020-21	504	509	**525**	471	517	559	-	*	-	*	-	523	-
	2019-20	513	520	**537**	488	513	554	-	630	-	587	433	515	530
Mathematics	2020-21	498	506	**501**	452	494	529	-	*	-	*	-	498	-
	2019-20	506	515	**522**	465	505	539	-	600	-	587	403	498	550
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.9	**21.0**	17.0	20.7	22.3	-	*	-	*	-	19.5	*
	2019-20	20.2	20.5	**21.3**	21.6	17.8	21.4	-	-	-	25.7	-	19.4	-
English Language Arts	2020-21	19.6	19.5	**20.8**	16.9	21.0	22.1	-	*	-	*	-	19.0	*
	2019-20	19.9	20.1	**21.5**	22.6	17.9	21.5	-	-	-	25.0	-	20.1	-
Mathematics	2020-21	19.9	20.0	**20.0**	16.6	19.6	21.1	-	*	-	*	-	19.0	*
	2019-20	20.1	20.5	**20.2**	20.7	16.8	20.1	-	-	-	26.7	-	17.8	-
Science	2020-21	20.3	20.3	**21.6**	17.0	20.4	23.0	-	*	-	*	-	20.3	*
	2019-20	20.5	20.7	**21.4**	20.4	17.7	21.9	-	-	-	25.0	-	19.3	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
CRANDALL ISD (129901) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	46.6%	**35.0%**	26.8%	33.3%	38.7%	42.9%	53.8%	-	47.4%	17.6%	30.5%	25.3%
	2019-20	46.3%	49.4%	**35.1%**	31.3%	32.2%	38.8%	*	36.4%	*	26.3%	13.2%	29.9%	17.5%
English Language Arts	2020-21	16.3%	17.4%	**14.6%**	7.5%	10.5%	20.2%	14.3%	30.8%	-	15.8%	1.5%	8.9%	1.4%
	2019-20	18.2%	18.6%	**16.4%**	10.3%	13.9%	20.5%	*	18.2%	*	16.2%	2.7%	11.3%	2.0%
Mathematics	2020-21	19.3%	21.2%	**22.1%**	17.0%	19.6%	25.3%	14.3%	27.3%	-	36.1%	13.8%	18.7%	13.9%
	2019-20	20.7%	22.2%	**23.1%**	17.7%	18.6%	28.0%	*	27.3%	*	21.6%	9.3%	18.4%	9.5%
Science	2020-21	20.6%	22.7%	**21.7%**	15.1%	19.7%	24.9%	28.6%	54.5%	-	28.9%	6.3%	17.9%	16.5%
	2019-20	22.4%	23.9%	**27.0%**	23.3%	25.0%	29.8%	*	36.4%	*	22.2%	5.6%	22.9%	12.8%
Social Studies	2020-21	22.8%	26.8%	**16.8%**	6.4%	12.2%	24.0%	*	36.4%	-	21.4%	1.0%	9.4%	2.0%
	2019-20	24.6%	27.7%	**14.9%**	5.6%	10.0%	21.6%	*	16.7%	*	25.0%	0.0%	9.3%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	52.0%	**64.0%**	41.5%	70.7%	70.7%	-	*	*	50.0%	58.1%	59.1%	70.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	46.2%	**52.3%**	47.7%	41.3%	59.9%	-	*	*	50.0%	25.8%	39.0%	19.0%
	2018-19	52.6%	53.9%	**51.4%**	46.9%	43.6%	57.8%	-	*	-	50.0%	24.0%	38.9%	25.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	5,439	100.0%	5,402,928	100.0%	5,451	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	23	0.4%	14,290	0.3%	34	0.6%	21,375	0.4%
Pre-Kindergarten	149	2.7%	222,767	4.1%	149	2.7%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	149	2.7%	188,798	3.5%	149	2.7%	189,474	3.5%
Kindergarten	392	7.2%	370,054	6.8%	393	7.2%	371,502	6.8%
Grade 1	403	7.4%	384,494	7.1%	403	7.4%	386,232	7.1%
Grade 2	383	7.0%	382,008	7.1%	383	7.0%	383,838	7.1%
Grade 3	391	7.2%	383,078	7.1%	391	7.2%	384,872	7.1%
Grade 4	412	7.6%	383,959	7.1%	412	7.6%	386,011	7.1%
Grade 5	389	7.2%	387,945	7.2%	389	7.1%	389,971	7.2%
Grade 6	468	8.6%	398,640	7.4%	468	8.6%	400,447	7.4%
Grade 7	417	7.7%	418,486	7.7%	417	7.6%	418,788	7.7%
Grade 8	438	8.1%	424,287	7.9%	438	8.0%	424,544	7.8%
Grade 9	448	8.2%	475,437	8.8%	448	8.2%	475,746	8.8%
Grade 10	401	7.4%	408,393	7.6%	401	7.4%	408,700	7.5%
Grade 11	384	7.1%	389,034	7.2%	384	7.0%	389,454	7.2%
Grade 12	341	6.3%	360,056	6.7%	341	6.3%	362,157	6.7%
Ethnic Distribution:								
African American	1,228	22.6%	690,999	12.8%	1,228	22.5%	694,302	12.8%
Hispanic	2,073	38.1%	2,850,147	52.8%	2,080	38.2%	2,860,754	52.7%
White	1,919	35.3%	1,420,166	26.3%	1,922	35.3%	1,427,241	26.3%
American Indian	23	0.4%	17,944	0.3%	23	0.4%	18,028	0.3%
Asian	30	0.6%	259,342	4.8%	30	0.6%	261,788	4.8%
Pacific Islander	4	0.1%	8,443	0.2%	4	0.1%	8,477	0.2%
Two or More Races	162	3.0%	155,887	2.9%	164	3.0%	156,780	2.9%
Sex:								
Female	2,606	47.9%	2,640,313	48.9%	2,608	47.8%	2,650,563	48.8%
Male	2,833	52.1%	2,762,615	51.1%	2,843	52.2%	2,776,807	51.2%
Economically Disadvantaged	3,119	57.3%	3,278,452	60.7%	3,124	57.3%	3,289,420	60.6%
Non-Educationally Disadvantaged	2,320	42.7%	2,124,476	39.3%	2,327	42.7%	2,137,950	39.4%
Section 504 Students	470	8.6%	400,729	7.4%	470	8.6%	401,648	7.4%
EB Students/EL	950	17.5%	1,171,661	21.7%	950	17.4%	1,175,333	21.7%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	140	2.6%	34,054	0.6%				
Students w/ Dyslexia	294	5.4%	270,260	5.0%	294	5.4%	270,966	5.0%
Foster Care	21	0.4%	15,338	0.3%	21	0.4%	15,409	0.3%
Homeless	17	0.3%	61,433	1.1%	17	0.3%	61,687	1.1%
Immigrant	21	0.4%	108,510	2.0%	21	0.4%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	3,019	55.5%	3,473,996	64.3%	3,031	55.6%	3,487,333	64.3%
Military Connected	192	3.5%	176,253	3.3%	192	3.5%	176,554	3.3%
At-Risk	2,802	51.5%	2,892,191	53.5%	2,802	51.4%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	914	16.8%	1,182,035	21.9%	914	16.8%	1,185,511	21.8%
Gifted and Talented Education	352	6.5%	434,269	8.0%	352	6.5%	435,356	8.0%
Special Education	723	13.3%	624,256	11.6%	735	13.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	723		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	307	42.5%	268,673	43.0%				
Students with Physical Disabilities	175	24.2%	129,679	20.8%				
Students with Autism	99	13.7%	91,742	14.7%				
Students with Behavioral Disabilities	126	17.4%	125,096	20.0%				
Students with Non-Categorical Early Childhood	16	2.2%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	719	15.0%	705,063	13.6%				
By Ethnicity:								
African American	187	3.9%	131,970	2.5%				
Hispanic	246	5.1%	342,504	6.6%				
White	262	5.5%	184,235	3.5%				
American Indian	1	0.0%	2,852	0.1%				
Asian	2	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	21	0.4%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	94	14.5%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	103	14.8%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	467	17.5%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	609	15.9%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.9%	18.8%	5.2%
Grade 1	2.1%	2.9%	7.9%	4.2%
Grade 2	0.7%	1.7%	6.0%	2.2%
Grade 3	0.3%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	2.3%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	8.6%	10.5%	8.3%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.1%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	21.4	18.7
Grade 1	20.1	18.7
Grade 2	18.8	18.6
Grade 3	21.4	18.7
Grade 4	21.9	18.8
Grade 5	22.8	20.2
Grade 6	24.4	19.2
Secondary:		
English/Language Arts	20.8	16.3
Foreign Languages	28.2	18.4
Mathematics	23.5	17.5
Science	24.0	18.5
Social Studies	24.3	19.1

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	646.4	100.0%	749,473.4	100.0%
Professional Staff:	432.2	66.9%	480,632.3	64.1%
Teachers	341.1	52.8%	369,695.8	49.3%
Professional Support	61.6	9.5%	80,190.4	10.7%
Campus Administration (School Leadership)	18.5	2.9%	22,091.4	2.9%
Central Administration	11.0	1.7%	8,654.8	1.2%
Educational Aides:	79.7	12.3%	82,972.4	11.1%
Auxiliary Staff:	134.4	20.8%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	5.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	10.0	n/a	13,550.0	n/a
Part-time Counselors	1.0	n/a	1,176.0	n/a
Total Minority Staff:	166.3	25.7%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	38.9	11.4%	41,286.1	11.2%
Hispanic	35.0	10.2%	106,866.5	28.9%
White	256.5	75.2%	208,485.4	56.4%
American Indian	4.8	1.4%	1,235.6	0.3%
Asian	2.0	0.6%	6,956.0	1.9%
Pacific Islander	2.0	0.6%	553.2	0.1%
Two or More Races	2.0	0.6%	4,312.0	1.2%
Teachers by Sex:				
Males	74.3	21.8%	89,015.4	24.1%
Females	266.8	78.2%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	4.0	1.2%	5,187.9	1.4%
Bachelors	248.0	72.7%	268,560.2	72.6%
Masters	87.1	25.5%	93,139.5	25.2%
Doctorate	2.0	0.6%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	28.7	8.4%	29,215.8	7.9%
1-5 Years Experience	129.6	38.0%	98,764.8	26.7%
6-10 Years Experience	56.0	16.4%	76,197.2	20.6%

| Staff Information | ----- District ----- | | ------- State ------- | |
	Count	Percent	Count	Percent
11-20 Years Experience	83.4	24.5%	105,811.4	28.6%
21-30 Years Experience	33.3	9.8%	48,804.6	13.2%
Over 30 Years Experience	10.0	2.9%	10,902.0	2.9%
Number of Students per Teacher	15.9	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.8	6.3
Average Years Experience of Principals with District	2.8	5.4
Average Years Experience of Assistant Principals	4.0	5.5
Average Years Experience of Assistant Principals with District	2.1	4.8
Average Years Experience of Teachers:	9.5	11.1
Average Years Experience of Teachers with District:	3.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,970	$51,054
1-5 Years Experience	$53,924	$54,577
6-10 Years Experience	$56,141	$57,746
11-20 Years Experience	$59,699	$61,377
21-30 Years Experience	$65,030	$65,949
Over 30 Years Experience	$73,223	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$56,934	$58,887
Professional Support	$70,543	$69,505
Campus Administration (School Leadership)	$81,372	$84,990
Central Administration	$116,399	$112,797
Instructional Staff Percent:	68.7%	64.9%
Turnover Rate for Teachers:	23.0%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	12.4	3.6%	22,926.8	6.2%
Career and Technical Education	18.6	5.4%	19,365.5	5.2%
Compensatory Education	7.8	2.3%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	255.4	74.9%	261,685.1	70.8%
Special Education	38.7	11.4%	35,441.0	9.6%
Other	8.2	2.4%	12,775.1	3.5%

- Indicates there are no students in the group.

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

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

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020 - 2021 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues **Operating Revenue**									
Local Property Tax from M&O (excluding recapture)	$11,568,169	25.23%	$2,384	$11,568,169	22.63%	$2,384	$26,132,322,677	42.39%	$4,876
State Operating Funds	$32,072,097	69.96%	$6,609	$32,264,791	63.11%	$6,648	$24,792,291,636	40.21%	$4,626
Federal Funds	$508,296	1.11%	$105	$4,605,134	9.01%	$949	$8,899,057,269	14.43%	$1,661
Other Local	$1,696,313	3.70%	$350	$2,683,216	5.25%	$553	$1,829,823,955	2.97%	$341
Total Operating Revenue	$45,844,875	100.00%	$9,447	$51,121,310	100.00%	$10,534	$61,653,495,537	100.00%	$11,505
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$6,587,845	78.72%	$1,357	$8,341,065,357	80.13%	$1,557
State Assistance for Debt Service	$0	0.00%	$0	$1,771,513	21.17%	$365	$355,910,306	3.42%	$66
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$939,273,230	9.02%	$175
Total Other Revenue	$0	0.00%	$0	$8,368,850	100.00%	$1,724	$10,408,865,906	100.00%	$1,942
Subtotal: Operating and Other Revenue	$45,844,875	100.00%	$9,447	$59,490,160	100.00%	$12,258	$72,062,361,443	100.00%	$13,447
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Subtotal: Operating, Other and Recaptured Revenue	$45,844,875	100.00%	$9,447	$59,490,160	100.00%	$12,258	$75,032,970,187	100.00%	$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$15,091,297	86.24%	$3,110	$11,937,813,333	82.63%	$2,228
Estimated State TRS Contributions	$2,368,164	100.00%	$488	$2,408,353	13.76%	$496	$2,509,216,302	17.37%	$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	$2,368,164	100.00%	$488	$17,499,650	100.00%	$3,606	$14,447,029,635	100.00%	$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$48,213,039	100.00%	$9,935	$76,989,810	100.00%	$15,864	$86,509,391,078	100.00%	$16,143
Expenditures **Operating Expenditures by Object (61xx-64xx only)**									
Payroll Expenditures (Object 61xx)	$36,413,849	81.03%	$7,503	$38,798,852	77.34%	$7,995	$47,346,128,779	79.55%	$8,835
Professional & Contracted Services (Object 62xx)	$5,245,998	11.67%	$1,081	$5,308,583	10.58%	$1,094	$5,485,075,586	9.22%	$1,024

2020 - 2021 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$2,581,793	5.75%	$532	$5,249,322	10.46%	$1,082	$5,314,672,096	8.93%	$992
Other Operating Expenditures (Object 64xx)	$695,735	1.55%	$143	$810,711	1.62%	$167	$1,370,305,583	2.30%	$256
Total Operating Expenditures by Object	$44,937,375	100.00%	$9,260	$50,167,468	100.00%	$10,337	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Debt Services(Object 65xx)	$0	0.00%	$0	$9,157,763	29.88%	$1,887	$9,364,911,548	47.35%	$1,748
Capital Outlay(Object 66xx)	$1,875,493	100.00%	$386	$21,495,391	70.12%	$4,429	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Object	$1,875,493	100.00%	$386	$30,653,154	100.00%	$6,316	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	$46,812,868	100.00%	$9,646	$80,820,622	100.00%	$16,654	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$25,039,163	55.72%	$5,160	$27,853,135	55.52%	$5,739	$34,074,074,457	57.25%	$6,358
Instructional Resources & Media Services (Function 12)	$763,623	1.70%	$157	$794,353	1.58%	$164	$620,903,003	1.04%	$116
Curriculum & Staff Development (Function 13)	$713,879	1.59%	$147	$759,500	1.51%	$157	$1,355,190,192	2.28%	$253
Instructional Leadership (Function 21)	$600,233	1.34%	$124	$600,233	1.20%	$124	$994,704,027	1.67%	$186
School Leadership (Function 23)	$3,211,067	7.15%	$662	$3,276,412	6.53%	$675	$3,502,296,166	5.88%	$654
Guidance Counseling Services (Function 31)	$1,611,848	3.59%	$332	$1,619,065	3.23%	$334	$2,332,550,758	3.92%	$435
Social Work Services (Function 32)	$73,207	0.16%	$15	$73,207	0.15%	$15	$188,765,383	0.32%	$35
Health Services (Function 33)	$518,729	1.15%	$107	$518,729	1.03%	$107	$709,855,162	1.19%	$132
Transportation (Function 34)	$1,878,618	4.18%	$387	$1,878,618	3.74%	$387	$1,599,751,820	2.69%	$299
Food Services (Function 35)	$0	0.00%	$0	$2,143,610	4.27%	$442	$2,564,517,174	4.31%	$479
Extracurricular (Function 36)	$1,593,513	3.55%	$328	$1,676,189	3.34%	$345	$1,572,719,628	2.64%	$293
General Administration (Function 41,92)	$2,181,480	4.85%	$450	$2,181,914	4.35%	$450	$1,934,297,273	3.25%	$361
Facilities Maintenance & Operations (Function 51)	$5,107,616	11.37%	$1,052	$5,148,076	10.26%	$1,061	$5,884,055,590	9.89%	$1,098
Security & Monitoring Services (Function 52)	$345,147	0.77%	$71	$345,147	0.69%	$71	$638,286,567	1.07%	$119
Data Processing Services (Function 53)	$1,174,119	2.61%	$242	$1,174,119	2.34%	$242	$1,219,335,870	2.05%	$228
Community Services (Function 61)	$125,133	0.28%	$26	$125,161	0.25%	$26	$307,113,473	0.52%	$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$17,765,501	0.03%	$3
Total Operating Expenditures by Function	$44,937,375	100.00%	$9,260	$50,167,468	100.00%	$10,337	$59,516,182,044	100.00%	$11,106

2020 - 2021 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$9,157,763	29.88%	$1,887	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,875,493	100.00%	$386	$21,495,391	70.12%	$4,429	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Function	$1,875,493	100.00%	$386	$30,653,154	100.00%	$6,316	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	$46,812,868	100.00%	$9,646	$80,820,622	100.00%	$16,654	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$19,141,236	42.60%	$3,944	$19,141,236	38.15%	$3,944	$25,274,728,911	42.47%	$4,716
Gifted and Talented (PIC 21)	$5,782	0.01%	$1	$5,782	0.01%	$1	$407,913,365	0.69%	$76
Career and Technical (PIC 22)	$2,716,945	6.05%	$560	$2,744,700	5.47%	$566	$1,964,869,701	3.30%	$367
Students with Disabilities (PICs 23,33)	$5,329,134	11.86%	$1,098	$6,075,979	12.11%	$1,252	$7,563,730,764	12.71%	$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	$2,227,974	4.96%	$459	$2,618,841	5.22%	$540	$5,468,145,158	9.19%	$1,020
Bilingual (PICs 25,35)	$1,650,185	3.67%	$340	$1,700,494	3.39%	$350	$702,535,245	1.18%	$131
High School Allotment (PIC 31)	$208,445	0.46%	$43	$208,445	0.42%	$43	$91,476,602	0.15%	$17
PreKindergarten (PIC 32)	$275,447	0.61%	$57	$275,447	0.55%	$57	$561,611,446	0.94%	$105
Early Education Allotment (PIC 36)	$790,630	1.76%	$163	$790,630	1.58%	$163	$1,125,006,152	1.89%	$210
Dyslexia or Related Disorder Services (PIC 37)	$58,832	0.13%	$12	$58,832	0.12%	$12	$299,949,455	0.50%	$56
College, Career, and Military Readiness (CCMR) (PIC 38)	$127,050	0.28%	$26	$127,050	0.25%	$26	$311,574,001	0.52%	$58
Athletics/Related Activities (PIC 91)	$1,418,674	3.16%	$292	$1,499,009	2.99%	$309	$1,119,281,429	1.88%	$209
Un-Allocated (PIC 99)	$10,987,041	24.45%	$2,264	$14,921,023	29.74%	$3,075	$14,625,359,815	24.57%	$2,729
Total Operating Expenditures by Program Intent Code (PIC)	$44,937,375	100.00%	$9,260	$50,167,468	100.00%	$10,337	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$9,157,763	29.88%	$1,887	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,875,493	100.00%	$386	$21,495,391	70.12%	$4,429	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,875,493	100.00%	$386	$30,653,154	100.00%	$6,316	$19,778,323,488	100.00%	$3,691

2020 - 2021 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$46,812,868	100.00%	$9,646	$80,820,622	100.00%	$16,654	$79,294,505,532	100.00%	$14,797

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$44,937,375	95.58%	$9,260	$50,167,468	61.92%	$10,337	$59,516,182,044	70.68%	$11,106
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	3.53%	$554
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,287,501,819	1.53%	$240
Intergovernmental Charge	$203,121	0.43%	$42	$203,121	0.25%	$42	$653,080,535	0.78%	$122
Debt Service (Object 6500)	$0	0.00%	$0	$9,157,763	11.30%	$1,887	$9,364,911,548	11.12%	$1,748
Capital Projects (Object 6600)	$1,875,493	3.99%	$386	$21,495,391	26.53%	$4,429	$10,372,278,176	12.32%	$1,936
Total Disbursements	$47,015,989	100.00%	$9,688	$81,023,743	100.00%	$16,696	$84,205,696,630	100.00%	$15,713

Tax Rates
2020 - 2021 (current tax year) Tax Rates

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Maintenance & Operations				0.8747			0.9843		
Interest & Sinking				0.5000			0.2235		
Total Tax Rate				1.3747			1.2078		

Fund Balance**
Fund Balance

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$1,445		$0	$1,445		$0	$342,667,048		$69
Restricted Fund Balance	$0		$0	$44,672,836		$9,205	$20,204,526,878		$4,047
Committed Fund Balance	$4,400,000		$907	$4,836,404		$997	$4,009,536,094		$803
Assigned Fund Balance	$3,182,694		$656	$3,182,694		$656	$3,530,241,520		$707
Unassigned Fund Balance	$7,684,550		$1,583	$7,684,550		$1,583	$16,344,075,825		$3,273
Total Fund Balance**	$15,268,689		$3,146	$60,377,929		$12,441	$44,431,047,365		$8,899

Fund Balance Reconciliation

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2019-2020 Total Fund Balance (Previous Year)	$14,071,626		$3,077	$79,194,150		$17,318	$42,166,833,966		$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	$1,197,063		$247	$-19,060,712		$-3,928	$-8,057,529,155		$-1,614

2020 - 2021 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2020-2021 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$244,491		$50	$10,242,175,517		$2,051
2020-2021 Uncommon Items	$0		$0	$0		$0	$79,567,037		$16
2020-2021 Total Fund Balance	$15,268,689		$3,146	$60,377,929		$12,441	$44,431,047,365		$8,899

DATE:	January 20, 2022
SUBJECT:	2021-2022 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with Appropriate Staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the *Texas Administrative Code* link available at https://tea.texas.gov/sites/default/files/ch097ee.pdf, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Crandall ISD District Goals 2022-23

Vision To empower each student to positively impact the world.

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

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

- 1.1.1 Tracking of attendance, discipline, and failure rates at each campus for all student groups and staff attendance
- 1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics
- 1.1.3 Increased knowledge of campus improvement plans and data to outline student needs in each ethnicity group

1.2 Annually increase student performance in Reading for ALL students and all student groups

- 1.2.1 Increase reading development skills in K-2
- 1.2.2 Increase reading MEETS mastery level on STAAR in 3rd grade
- 1.2.3 Increase reading MEETS mastery level on STAAR in all grades

1.3 Annually increase student performance in Math for ALL students and all student groups

- 1.3.1 Increase on level or above math levels in K-2 grade
- 1.3.2 Increase math MEETS mastery level on STAAR in 3rd grade
- 1.3.3 Increase math MEETS mastery level on STAAR/EOC in all grades

1.4 Annually increase student performance in College, Career, and Military Readiness for ALL students and all student groups

- 1.4.1 Expand CTE programs and opportunities for students to earn industry-based certifications
- 1.4.2 Increase percentage of students achieving industry-based certification.
- 1.4.3 Increase percentage of students achieving CCMR Ready to 70%

1.5 Improve district support services to enhance student achievement

- 1.5.1 Clearly defined roles and responsibilities are established and communicated for instructional coaches and specialists
- 1.5.2 Systems developed to measure district support services in enhancing student and teacher growth

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

- 2.1.1 Create a strong foundation of support and recognition for all staff.

2.2 Adapt and expand to innovative hiring practices.

- 2.2.1 Creative job fair formats are implemented.
- 2.2.2 Utilize social media platforms to increase awareness

2.3 Create a district leadership pipeline to grow, develop, and retain highly effective teachers, principals, and staff.

- 2.3.1 Pipeline programs implemented and on target with the Human Capital Plan

2.4 Provide meaningful professional learning for all teachers to enhance student performance.

- 2.4.1 Align professional development with district goals and campus data
- 2.4.2 District-level staff professional development and conference follow-ups

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

- 3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols
- 3.1.2 Perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

- 3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually
- 3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually
- 3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

- 3.3.1 Effectively utilize and expand Communities in School counselors and CIS resources
- 3.3.2 Implementation of a district-wide comprehensive counseling program for PreK-12 grade

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

- 3.5.1 Increase connections for families to mental health and physical health support
- 3.5.2 Increase the amount of parent education on academic and mental health topics

3.5 Increase the feeling of safety among students and staff through Crandall ISD Police

- 23.5.1 Increased presence on all campuses and events from CISD Officers
- 3.5.2 Implement educational programs for student safety

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

- 4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages
- 4.1.2 Continued training and support with the utilization of the website and translation tools, forms, and surveys

4.2 Annually increase the percentage of satisfaction for staff and parent/family engagement, and communication.

- 4.2.1 Increase district internal communications
- 4.2.2 Expand social media platforms with a focus on increasing engagement by highlighting various events and departments in the district.
- 4.2.3 Increase district storytelling and messaging

4.3 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.

- 4.3.1 Schedule quarterly meetings with the district improvement council for input and development of the district improvement plan and other district-wide initiatives

4.4 Place an emphasis on partnerships and education foundation impacts

- 4.4.1 Development and implementation of Pirate Partners; community partnership program to enhance fundraising and opportunities for CISD
- 4.4.2 Increase annual fundraising with CISD Education Foundation
- 4.4.3 Develop systems for grants received and follow ups from CISD Ed. Foundation
- 4.4.4 Coordination with stakeholders in development of the Heartland Education Foundation plan and yearly spending of funds for afterschool programming

4.5 Create systems for information gathering for district

- 4.5.1 Implement singular, district-wide survey structure for parents, students, and staff

4.6 District Leadership Involvement

- 4.6.1 Attendance of District leadership cabinet in community and school events

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Maintain fiscal viability, stewardship, and improve knowledge of sustainable budgeting processes among staff.

- 5.1.1 Develop written administrative policies and procedure manuals for business-finance-related activities
- 5.1.2 Provide training to internal stakeholders on budget management and purchasing
- 5.1.3 Visits campus principals individually once a semester to discuss campus needs and budget expenditures
- 5.1.3 Visits with Booster Clubs on fundraising guidelines

5.2 Create processes and management structures to promote effective and efficient use of departmental resources.

- 5.2.1 Develop and implement a position control system
- 5.2.2 Develop a written Board Policy review process and timeline
- 5.2.3 Develop a long-range facility plan for a budget and construction timeline on bond projects
- 5.2.4 Develop a district budget timeline

5.3 Utilize a transparent, collaborative budget process culminating in the adoption of a balanced budget.

- 5.3.1 The community will receive at least two updates on financials
- 5.3.2 The Board of Trustees will receive monthly updates on the status of the district's budget

5.4 Annually improve operational processes.

- 5.4.1 Increase efficiency of Transportation routes
- 5.4.2 Increase in response time and closed tickets in Technology
- 5.4.3 Streamline and standardize technology to support all learners in meaningful experiences
- 5.4.4 Improve cost efficiency with the Food Services Department (meal debt)
- 5.4.5 Increase in response time and closed tickets in Maintenance

Vision To empower each student to positively impact the world.

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

Wilson Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Common area expectations & PBIS; RTI, attendance, & discipline bi-monthly discussions; review failure reports

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Bi-monthly RTI Tier 1 meetings; Tier 2-3 meetings once per 6 weeks

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Level Literacy Intervention Program, explicit phonics instruction, Reading Academy strategies; campus interventionist

1.2.2 Increase reading MEETS mastery level on STAAR in all grades 45 minute intervention block with interventionist & ESL push in support; weekly tutoring afterschool; Saturday camp; goals setting with Magic Number

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Ensure implementation of curriculum; interventionist pull outs; SMART demonstration of learning; focus on vocabulary; use of variety of instructional strategies

1.3.2 Increase math MEETS mastery level on STAAR Interventionist pull outs; intervention log for reteach, practice, and reassessment, data folders; after school tutoring, Saturday camp; goal setting

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Bright Lights Award; Peer nominated Pirate of the Month; Implement a mentorship program for new teachers; PLC support

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data PLC ongoing discussions, Leadership team meetings; staff survey

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols District Staff Survey results, daily door checks, monthly safety drills

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually pending student survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending staff results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending parent survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors and CIS resources Collaboration with campus counselor; attendance incentive donations; coordinating speakers

3.3.2 Apply evidence based approaches to support mental health, social well being, resilience, and academic growth for all students Monthly guidance in each class; weekly 7 Mindsets lessons, teacher to student mentoring program

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Weekly SEL topics, Semester Parent Teacher conferences, Monthly parent connection., STEM Night, Reading Cafe

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Implementation of Class Intercom; Translating versions of communication

4.2 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.

4.2.1 Schedule quarterly meetings with the district improvement council for input and development of the district improvement plan and other district-wide initiatives Campus Improvement plan; Campus Improvement Committee

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Reading Cafe, STEM Nights; Monthly Parent Connections

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective PBIS Incentives

5.1.3 Funds spent on academics needs are data-driven and effective Tutoring; HB4545 plan; Reading & Math resources

Vision To empower each student to positively impact the world.

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

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Attendance Committee focusing on 97% daily attendance rate; campus discipline plan; communication plan for all failures

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Two RTI Meetings per grade period; weekly PLC meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Phonics Curriculum; Reading Academy Strategies; Leveled Literacy Intervention in English & Spanish; campus interventionist; ESL support - push in & guided reading

1.2.2 Increase reading MEETS mastery level on STAAR in all grades Really Great Reading 4-6 Curriculum Intervention; Weekly goal setting meetings with students; student effort measured & monitored; tutoring plan

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Guided Math station/teacher table instruction; interventionist; Progress Learning program; focus on academic vocab.

1.3.2 Increase math MEETS mastery level on STAAR Guided Math station/teacher table instruction; interventionist; Progress Learning program; Implementation of MathMark program (Lead4ward); focus on academic vocaulary

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Month; Noble Notices (incentive); Onboarding practices to support entry and first-year success

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data YAG for Professional Learning; PLC practices; CREW Commitment Meetings; Faculty Meetings

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; morning meetings to review safety; Safe Keeper's Pledge

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Counselor/SEL YAG Plan; Collaboration with counselor

3.3.2 Following MTSS model, 80% of students will show mastery as reported by teacher on newly taught SEL skill at the completion of each unit. Discovery/Extended Learning; Tett Tuesday (Counselor); Lunch Bunch; Google Classroom Activities; Crew Commitment

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Facebook, Instagram, Twitter; Class Intercom program; Family 411; Family Friday; translated communication

4.2 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Vision Boards

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Family Friday; Family 411 Newsletters, Neighborhood Night

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Family Friday; Neighborhood Night

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective Incentives

5.1.3 Funds spent on academics needs are data-driven and effective Tutoring; HB4545 plan; Reading & Math resources

Vision To empower each student to positively impact the world.

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

Campus Improvement Plan 2022-23

Dietz Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance 6 weeks grade level attendance incentives, implement campus PBIS system; campus communication plan for parents

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics weekly PLC meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Phonics Curriculum; Leveled Literacy Intervention

1.2.2 Increase reading MEETS mastery level on STAAR in all grades TCLAS Afterschool Program; Coaching/Feedback to build capacity with Tier 3 teachers; implement and utilize student data folders

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Implementing stations and teacher table instruction; utilize student data folders

1.3.2 Increase math MEETS mastery level on STAAR TCLAS Afterschool Program; implement and utilize student data folders

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Utilize Dietz Mentoring program and NIET to support staff; Pirate of the Month

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data YAG for Professional Learning; PLC practices; Leadership Committee

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; morning meetings to review safety; Training

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources expand outside resources for parents; Collaboration with counselor

3.3.2 Provide a foundation for students to understand their interests, abilities, and challenges. Provide prevention education, individual/small group counseling, classroom guidance, and student-centered interventions. Meet with every student 2x a semester; accessible to students & staff; daily SEL & guidance curriculum

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of District services and partners; monthly SEL topics

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Class Intercom Program; Facebook/Twitter/Instagram; Weekly Family Smore Newsletter; Translate communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Community

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Collaboration with Communities in Schools Representative; Family Smore Newsletter; Open House per grade level; parent conferences

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District training with CFO

5.1.2 Funds spent on student management & achievements are effective Utilize principal accounts

5.1.3 Funds spent on academics needs are data-driven and effective Utilize Instructional budgets

Vision To empower each student to positively impact the world.

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

Martin Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance 97% attendance goal reviewed weekly; incentives for staff & students; PBIS strategies implemented; positive tickets for rewards; increasing reading & writing across grade levels; tutors for reading 2x a week

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics weekly PLC meetings; RTI interventionist small groups with targeted students

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development All K-3 teachers Reading Academy completion; Leveled Literacy Intervention in English & Spanish; Increase data collection in PLCs for improved lessons

1.2.2 Increase reading MEETS mastery level on STAAR in all grades In school tutors for additional support; increase data collection in PLCs for improved lessons

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade integrating StemScopes (district curriculum) into math lessons; increase data collection in PLCs for improved lessons

1.3.2 Increase math MEETS mastery level on STAAR integrating StemScopes (district curriculum) into math lessons; increase data collection in PLCs for improved lessons

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Staff Weekly Newsletter for information & recognitions; Professional Development driven by staff surveys & leadership team

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data PLC discussions; leadership team drives professional development based on needs

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; Training conducted through the year

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Collaboration with CIS and counselor

3.3.2 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Monthly guidance in each classroom; Weekly lessons on 7 Mindsets; Teacher to student mentoring program

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of District services and partners; weekly SEL topics

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Class Intercom Program; Translation of all communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Meetings scheduled

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Fall & Spring Parent Teacher Conferences; Trunk or Treat; STEM:Perot Night

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective PBIS Incentives

5.1.3 Funds spent on academics needs are data-driven and effective HB4545 plan; tutoring plan

Vision To empower each student to positively impact the world.

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

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Weekly attendance incentives; Implement Restorative Practices for discipline; Success Initiative Meetings every 3 weeks
1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Weekly PLCs looking forward & looking back; bi-monthly Data meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Utilization of district phonics curriculum; built in daily intervention blocks; Leveled Literacy Intervention Program (LLI)
1.2.2 Increase reading MEETS mastery level on STAAR in all grades Demonstration of Learning (DOL) weekly trackers; utilize campus interventionist to build capacity of teachers & conduct interventions; implement student data folders

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade built in daily intervention blocks; utilize campus interventionist to build capacity of staff to plan and conduct daily targeted interventions
1.3.2 Increase math MEETS mastery level on STAAR Demonstration of Learning (DOL) weekly trackers; utilize campus interventionist to build capacity of teachers & conduct interventions; implement student data folders

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Month; Regular scheduled staff incentives: Campus Cookouts; Utilize Campus ILT & NIET Mentors to create a system of support for staff

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; Campus calendars

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Create & implement a campus differentiated professional development plan that targets specific teacher needs

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; Training conducted through the year by district safety staff

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results
3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results
3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Collaboration with CIS counselor
3.3.2 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Minute Meetings (1 min. with each student), Goal of 100's on caseload, Weekly Smore tips & help

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Coffee with Principal, Community in Schools, District resources support

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Staff Members assigned to manage social media, Technology Liaison for website, Weekly Newsletters

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Weekly A-Team Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Math Night, Literacy Night, Block Party

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement Attend training with District CFO
5.1.2 Funds spent on student management & achievements are effective utilize principal account
5.1.3 Funds spent on academics needs are data-driven and effective utilize instructional budget

Vision To empower each student to positively impact the world.

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

Campus Improvement Plan 2022-23
Crandall Middle School

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Utilize attendance committee; utilization of discipline matrix; Failure documentation form requiring parent contact

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Administration present at meetings; PLC meetings; RtI meetings each 6 weeks

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades Utilize reading intervention staff; HB4545 tutoring; Sheltered Instruction practices for all staff; collaboration with Reading/Language Arts Instructional Coach for planning

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase math MEETS mastery level on STAAR Utilize math specialist; collaboration with math Instructional Coach for planning; emphasize academic planning

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Week; Super Staffer nominations; Team recognitions; campus & district level mentoring; leadership opportunities (SREB)

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; Weekly Family Newsletter

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Staff Surveys to drive needs; PLC Discussions

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; utilize safety team

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources increase parent involvement; improve teacher skills; improve STAAR performance

3.3.2 Counselor goal- decrease the number of failed classes and discipline referrals by 10% Small groups on high need topics, Classroom Guidance lessons; PLC each 6 weeks; Youth 180 Services

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of district initiatives: TCHATT; monthly SEL Focus

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Utilization of Class Intercom for social media expansion; district survey results; translated communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Plan Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Communities in School Partnership; expand outside resources for families

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective attend district training from CFO

5.1.3 Funds spent on academics needs are data-driven and effective guidance from district personnel; utilize instructional budget

Vision To empower each student to positively impact the world.

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

Campus Improvement Plan 2022-23
Crandall Freshman Center

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Rigorous interim assessments for meaningful data; data evaluation; effective teaching focus; data-driven instruction; PBIS (behavior intervention)

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics PLC collaboration; Demonstrate data ownership after disaggregation to drive instruction

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades User-friendly data reports; test-in-hand analysis, deep analysis, immediate turnaround of assessment results; Plan and carryout interventions, extensions and enrichment activities by student, skill and target

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase math MEETS mastery level on STAAR User-friendly data reports; test-in-hand analysis, deep analysis, immediate turnaround of assessment results; Plan and carryout interventions, extensions and enrichment activities by student, skill and target

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Provide an "open door" policy, as well as, establish face-time meeting opportunities to share concerns or answer questions, Cultivate Collaboration with mentors, Empower teachers with the resources they need to be successful, Promote an environment of trust and positive culture, Celebrate milestones and accomplishments

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Inform stakeholders, Issue updates, Advocate for equity

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Provide PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts, Collaborate in team meetings using the PLC Process

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols Train staff on school violence prevention, school security, school threat assessment, & school emergency planning best practices, Evaluate & refine school security measures, Update & exercise school emergency preparedness plans, Strengthen partnerships with public safety officials, Create enhanced crisis communications plans & social media strategies

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually educate students about anonymous alerts, conduct surveys

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually conduct surveys

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually utilize district information systems (Informa Cast), conduct surveys

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources family support, build relationships, develop family focused staff, built partnerships

3.3.2 Meet with all ninth-graders at least twice in the school year Educate community and students on CTE pathways, increase academics and decrease discipline, conduct minute meetings

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Inform stakeholders, Issue updates, Challenge students to connect, Advocate for equity

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Conduct Leadership Team Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement Promote family engagement, Advocate for educators and students

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Continue to bring awareness to social and emotional health/SEL issues through School Connect lessons, Promote Clubs and organizations at Freshman Orientation

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement & achievement Develop life skills, Conduct research, Promote interactive engagement

5.1.2 Funds spent on student management & achievements are effective Recruit to increase the participation of students in the AVID program, Increase school wide usage of AVID strategies in professional development

5.1.3 Funds spent on academics needs are data-driven and effective All content areas will institute a comprehensive accelerated tutoring plan to include targeted areas based upon formative and summative data throughout the year, and HB4545 tutoring requirements

Vision To empower each student to positively impact the world.

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

Crandall High School

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance a) Establish & communicate clear expectations with staff, students, & parents; Build relationships with students via SEL with a focus on improving student drive; Attendance, discipline, and academic performance are incentivized to participate in school events, to include homecoming dance, extra-curricular incentive-based field trips, and Prom

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Incorporate data driven PLCs in all EOC content areas; Incorporate multiple data sources to drive decision making with student performance, safety, teacher/staff job satisfaction.

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades Incorporate critical reading strategies in all content areas to include Navigation.

1.3 Annually increase student performance in College, Career, and Military Readiness for ALL students and all student groups

1.3.3 Increase percentage of students achieving CCMR Ready to 70% Align CTE Programs of Study with top career pathways; All CTE Programs of Study will offer a coherent sequence of courses.

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Foster positive school culture through visible leadership & support; Staff Pirate of the Month Program

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Multi-person social media team collaborates to capture all CHS activities.

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.3.1 Align professional development with district goals and campus data Campus PD aligns with district goals 1-5. Campus data captured through multiple sources.

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols Training conducted during the first week of school, Monthly safety drills conducted in accordance with state and district requirements.

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Increase event opportunities for students and parents to interact with staff and counseling staff over mental health issues and academic opportunities, Ensuring opportunities provided will be concurrently available to our ESL families, Social Emotional Learning (SEL) lessons through Everfi, a research based program students complete online during Navigation periods on Wednesday of each week.

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Increase event opportunities for students and parents to interact with staff and counseling staff over mental health issues and academic opportunities, Ensuring opportunities provided will be concurrently available to our ESL families.

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Multi-person social media team collaborates to capture all CHS activities.

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus improvement committee consists of the admin team and building leadership team

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement Conduct multiple parent nights to foster engagement (8/10, 11/7, & 1/23), Provide consistent communication with parents on CHS happenings & events

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.2 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement Practice financial discipline to ensure expenditures meet district policies and drive student growth

5.2.2 Funds spent on student management & achievements are effective Practice financial discipline to ensure expenditures meet district policies and drive student growth

5.2.3 Funds spent on academics needs are data-driven and effective practice financial discipline to ensure expenditures meet district policies and drive student growth

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2021-22 School Year

Reason Code	Description	Crandall HS	Compass Academy	Crandall MS	Martin Elementary	Wilson Elementary	Walker Elementary	Dietz Elementary	Noble Reed Elementary
		001	002	041	101	102	103	105	106
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
	Total Incidents	0	0	0	0	0	0	0	0
	Student Enrollment (Fall 2021 PEIMS Snapshot)	1,529	45	855	662	575	534	563	688
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 were the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

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

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

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

Goal 1: Advance student learning, growth, and college and career offerings.

Performance Objective 2: Annually increase student performance in Reading for ALL students and all student groups

    High Priority

    HB3 Goal

    Evaluation Data Sources: K-2 grade Reading Baselines and progress reports: TX-KEA, TPRI/TEJASLEE data
STAAR, MAP Data and Progress Measures

Strategy 1 Details	Reviews			
Strategy 1: Increase reading development skills in K-2.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district phonics curriculum across campuses; Science of Teaching Reading practices evident across campuses for an overall impact on student achievement **Staff Responsible for Monitoring:** Chief Academic Officer **Equity Plan** **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**June**
	30%			

Strategy 2 Details	Reviews			
Strategy 2: Increase reading MEETS mastery level on STAAR in 3rd grade	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district phonics curriculum across campuses; Science of Teaching Reading practices evident across campuses for an overall impact on student achievement **Staff Responsible for Monitoring:** Chief Academic Officer **Equity Plan** **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**June**
	30%			

Strategy 3 Details	Reviews			
Strategy 3: Increase reading MEETS mastery level on STAAR in all grades	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district curriculum across campuses; instructional practices built with integrated supports, and increase of knowledge of campus instructional leaders for an overall impact on student achievement **Staff Responsible for Monitoring:** Chief Academic Officer **Equity Plan** **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**June**
	30%			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. **Root Cause**: COVID-19 impact

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

FFY 2022 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

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

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

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html.

STAAR Performance (2021–22)

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

> *STAAR:*
>
> Grade 3 – reading and mathematics
>
> Grade 4 – reading and mathematics
>
> Grade 5 – reading mathematics, and science
>
> Grade 6 – reading and mathematics
>
> Grade 7 – reading and mathematics
>
> Grade 8 – reading, mathematics, science, and social studies

2021–22 Texas Academic Performance Report (TAPR) Glossary

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

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

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Bilingual Education/ESL

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

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

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

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

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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

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

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

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

STAAR Participation (2021–22)

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

- *Included in Accountability:* scored answer documents

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

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  - *Other Exclusions.* The following answer documents were excluded from performance calculations:

    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.

    - Answer documents of STAAR Alternate 2 testers with a score code of N.

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

  - *Absent:* answer documents with score code A

  - *Other:* answer documents with score code O

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

Attendance, Graduation, and Dropout Rates (2021–22)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2020–21 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2020–21 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2020–21 school year}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2022 Accountability Manual (Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2021

---

number of students in the 2021 cohort*

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2021 cohort*

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2021 cohort*

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

---

number of students in the 2021 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

number of students from the 2021 cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2021 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

<div align="center">

number of students from the cohort who received a high school diploma by August 31, 2021

plus

number of students from the cohort who received a TxCHSE by August 31, 2021

plus

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2021 cohort*

</div>

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

<div align="center">

number of students from the cohort who received a high school diploma by August 31, 2021

---

number of students in the 2020 cohort*

</div>

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

<div align="center">

number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2020 cohort*

</div>

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

<div align="center">

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2020 cohort*

</div>

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

<div align="center">

number of students from the cohort who dropped out before fall of the 2021–22 school year

---

number of students in the 2020 cohort*

</div>

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the2020 cohort*

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

---

number of students in the 2019 cohort*

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2019 cohort*

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2019 cohort*

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

---

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021

---

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2019 cohort*

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

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

Additional Information about Federal Graduation Rates

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2021 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2020 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2019 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21 (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP}}{\substack{\text{number of graduates in the Class of 2021 with reported graduation plans} \\ \text{(excludes graduates with FHSP degree plans)}}}$$

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

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\substack{\text{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or} \\ \text{FHSP-E or FHSP-DLA}}}{\text{number of graduates in the Class of 2021 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP}}{\substack{\text{number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with} \\ \text{FHSP degree plans)}}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2020–21 who earn an FHSP-E}}{\text{number of graduates in SY 2020–21 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2020–21who earn an FHSP-DLA}}{\text{number of graduates in SY 2020–21with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2020–21 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile (2021–22)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

---

number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance

---

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual", "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

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

---

number of students in the 2020–21 school year considered as at risk

---

total number of students

College, Career, or Military* Readiness (CCMR) (2021–22)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

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

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

Career/Military Readiness

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

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

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

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

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

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.

2021–22 Texas Academic Performance Report (TAPR) Glossary

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

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

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English **and** >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics **and** >=23 Composite	or	Complete and earn credit for mathematics college prep course

2021–22 Texas Academic Performance Report (TAPR) Glossary

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)		AND		Score ≥ 5 on the essay
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2		AND		Score ≥ 5 on the TSIA1 essay
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

---

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

---

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA <u>and</u> mathematics

---

number of 2020-21 annual graduates

2021–22 Texas Academic Performance Report (TAPR) Glossary

Any Subject.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2020-21 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2020-21 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 48011)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2020-21 annual graduates who earned an approved industry-based certification}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who earned a level I or level II certificate}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2020-21 annual graduates}}$$

CCMR-related Indicators (2021–22)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA \underline{and} mathematics}}{\text{number of 2020-21 annual graduates}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of students in grades 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in social studies}$$

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2020-21 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

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

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

$$\frac{\text{number of 2020-21 graduates who took either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

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

$$\frac{\text{number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

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

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

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least}}{\text{one ELA advanced/dual-credit course}}$$

$$\text{number of students in grades 9–12 who received credit for at least one ELA course in 2020-21}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least}}{\text{one mathematics advanced/dual-credit course}}$$

$$\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least}}{\text{one science advanced/dual-credit course}}$$

$$\text{number of students in grades 9–12 who received credit for at least one science course in 2020-21}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least}}{\text{one social studies advanced/dual-credit course}}$$

$$\text{number of students in grades 9–12 who received credit for at least one social studies course in 2020-21}$$

(Data source: PEIMS 43415)

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

$$\frac{\text{number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2020-21 annual graduates}}$$

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

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

$$\frac{\text{number of graduates during the 2019-20 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2019-20 school year}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2021–22)

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

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

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

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

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

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

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

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

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

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

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

(Data source: PEIMS 40100 and TEA Student Assessment Division)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

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

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

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

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
> (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
> (B) includes —
>> (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

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

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

$$\frac{\text{number of students in the 2021–22 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\text{number of mobile students in 2020–21}}{\text{number of students who were in membership at any time during the 2020–21 school year}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2020–21, available from TEA. *(Data source: PEIMS 40110)*

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

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

2021–22 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2020–21 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2021–22)

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

> *(Data source: PEIMS 30050)*

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

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

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

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

> *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

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

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.

- An "A" prefix indicates a College Board Advanced Placement course.

- An "I" prefix indicates an International Baccalaureate course.

- Dual credit courses are not specifically shown on this list.

English Language Arts

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN

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

Technology Applications

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

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

| I3304200 | IB PSYCHOLOGY HIGHER LEVEL |
| I3366010 | IB PHILOSOPHY STANDARD LEVEL |

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH

03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU

03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN

03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003..Assistant Principal
020..Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

087...Teacher
047...Substitute Teacher

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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