

Regular Meeting  
Monday, November 8, 2021 5:30 PM Central

L.F. Raynes Education  
400 West Lewis St.  
Crandall, TX 75114

1. Call to Order and Declaration of Quorum
2. Closed Session
  - 2.A. Personnel (Texas Government Code § 551.074)
3. Open Session
4. Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors
5. Public Participation
6. FIRST Hearing
7. Student Recognition
8. Consent Items
  - 8.A. Approval of minutes from previous meeting
  - 8.B. Approval of TEAL Designee - Ms. Kim Purifoy
  - 8.C. Budget Amendment
9. Information Items
  - 9.A. Middle School Construction Update
  - 9.B. Crandall Education Foundation Update
  - 9.C. 2022-23 Secondary Course Academic Planning Guide Additions
  - 9.D. Instructional Materials Adoption Committee
  - 9.E. Elementary Campus Improvement Plans
  - 9.F. District of Innovation Plan
  - 9.G. TASB Policy Update
  - 9.H. Long-Range Facilities Update
  - 9.I. CISD Communication Updates
  - 9.J. COVID Update
10. Action Items
  - 10.A. CISD Education Foundation Fall Grant Awards
11. Financial Report
12. Adjournment



## Crandall Independent School District Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	FIRST Hearing
<b>Agenda Section:</b>	N/A
<b>Administrator Responsible:</b>	Mike White, CFO

### **Summary/Background Information:**

Each year every district receives a FIRST (financial integrity rating system of Texas) rating. The purpose of the financial rating is to ensure that school districts will be held accountable for financial management practices and improve performance in management of financial resources. The FIRST accountability rating system has changed this year to allow for only four ratings:

A = Superior Achievement

B = Above Standard

C = Meets Standard

F = Substandard Achievement

Our district earned the rating of "A - Superior" with a score of 94.

The district must announce and hold a public hearing to distribute a financial management report that explains the district's rating and its performance under each of the areas evaluated. That public hearing is scheduled to be held at 5:30 p.m. November 8, 2021 @ 5:30 pm during our regularly scheduled board meeting.

**Administrative Recommendations:** For your information.

**Financial Integrity Rating System of Texas  
(FIRST)  
2020-21 Rating Based on  
2019-20 School Year Data**

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NOVEMBER 8, 2021

# What is School FIRST and What is its Purpose?



School FIRST is a financial **accountability** rating system that holds school districts accountable for the quality of their financial management practices.

School FIRST is designed to encourage Texas public school to manage their financial resources better in order to provide the **maximum allocation** possible for **direct instructional purposes**.

School FIRST is a tool that creates **transparency** and discloses the **quality** of local management and decision-making processes that the school district uses concerning the financial resources the school district receives.



# *Reporting Requirements*

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- ① School district must prepare and distribute an annual financial management report
- ① Public hearing to provide an opportunity for comment on the report

# *Indicators and ratings*

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## ◎ Texas Education Agency

### Indicators

- Critical
- Solvency
- Financial Competence

### ◎ 4 Ratings

- A = Superior Achievement
- B = Above Standard
- C = Meets Standard
- F = Substandard Achievement



# District Ratings

2019-20 Rating Year Data 2018-19		2020-21 Rating Year Data 2019-20	
# of indicators	15	# of indicators	20
Ratings:	Points:	Ratings:	Points:
A – Superior	90 - 100	A – Superior	90 - 100
B – Above Standard	80 – 89	B – Above Standard	80 – 89
C – Meets Standard	60 – 79	C – Meets Standard	<b>70 – 79</b>
F - Substandard	0 – 59	F – Substandard	0 – <b>69</b>

# Critical Indicators



#	Indicator Description	2018-19 Data	2019-20 Data
1	Was the <b>complete annual financial report (AFR) and data submitted to the TEA</b> within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an <b>unmodified opinion in the AFR</b> on the financial statements as a whole?	Yes	Yes
3	Was the school district in <b>compliance with the payment terms of all debt</b> agreements at fiscal year end?	Yes	Yes
4	Did the school district make <b>timely payments</b> to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other <b>governmental agencies</b> ?	Yes (Ceiling Passed)	Yes (Ceiling Passed)
5	This indicator not being scored.	Not Scored	Not Scored

\*The district received a warrant hold, which was resolved and cleared within 30 days. As such, the maximum total points for the district in 2020-21 is 95.

\*\*Indicator 5 was not scored this year due to the impact of accounting changes implemented by the Governmental Accounting Standards Board.

# SOLVENCY Indicators



#	Indicator Description	2018-19 Data	2019-20 Data
6	Was the average change in <b>assigned and unassigned fund balances</b> over 3 years less than a 25 percent decrease, or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?	Ceiling Passed	Ceiling Passed
7	Was the number of <b>days of cash on hand</b> and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to <b>cover short-term debt</b> ?	10	10
9	Did the school district's general fund <b>revenues equal or exceed expenditures</b> (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Did the district average less than a 10% variance (90% to 110%) when comparing <b>budgeted revenues to actual revenues</b> for the last 3 fiscal years?	10	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support <b>long-term solvency</b> ?	10	10

# SOLVENCY Indicators Cont.



#	Indicator Description	2018-19 Data	2019-20 Data
12	Was the <b>debt per \$100 of assessed property value ratio</b> sufficient to support future debt repayments?	10	4
13	Was the school district's <b>administrative cost ratio</b> equal to or less than the threshold ratio?	10	10
14	Did the school district not have a 15 percent decline in <b>students to staff ratio</b> over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10
15	Was the school district's <b>ADA</b> within the allotted range of the district's <b>biennial pupil projection(s)</b> submitted to TEA?	10	5

# competence Indicators



#	Indicator Description	2018-19 Data	2019-20 Data
16	Did the comparison of Public Education Information Management System ( <b>PEIMS</b> ) data to like information in the school district's <b>AFR</b> result in a total <b>variance</b> of less than 3 percent of all expenditures by function?	10	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of <b>material weaknesses in internal controls</b> over financial reporting and compliance for local, state, or federal funds?	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material <b>noncompliance for grants, contracts, and laws</b> related to local, state, or federal funds?	10	10
19	Did the school district post <b>the required financial information</b> on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	New in 2019-20	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	New in 2019-20	Ceiling Passed

# Total Rating



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#	Indicator Description	2018-19 Data	2019-20 Data
	<b>TOTAL RATING:</b>	<b>100 Superior</b>	<b>94 A=Above Superior Achievement</b>

# *REQUIRED DISCLOSURES*

- *Superintendent's current **employment contract (included with report)***
- *Summary schedule of **total reimbursements** received by the superintendent and each board member **(included with report)***
- *Summary schedule of **compensation and/or fees received** by the superintendent in exchange for professional consulting and/or other personal services **(NONE)***
- *Summary schedule of the **dollar amount of gifts** that had an economic value of \$250 or more **(NONE)***
- *Summary schedule of the dollar amount by board member for the aggregate amount of **business transactions with the school district (NONE)***

# *school FIRST CHANGES*

## ◎ Texas Education Agency

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- Fiscal Years 2017-18, 2018-19 and 2019-20 were transition years
- 2020-2021 now includes 20 indicators (up from 15)
  - 5 critical indicators remain





RATING YEAR  DISTRICT NUMBER



**Financial Integrity Rating System of Texas**

**2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> CRANDALL ISD(129901)	<b>Publication Level 1:</b> 8/4/2021 2:00:38 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/6/2021 11:10:55 AM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/6/2021 11:10:55 AM
<b>District Score:</b> 94	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	6/8/2021 3:49:02 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	6/8/2021 3:49:02 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	6/8/2021 3:49:02 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/1/2021 9:08:04 AM	Yes  Ceiling Passed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/28/2021 11:11:26 AM	Ceiling Passed

7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:02 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:03 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:03 PM	10
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	7/2/2021 1:37:42 PM	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:04 PM	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:04 PM	4
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:04 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/8/2021 3:49:05 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	6/8/2021 3:49:05 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:49:05 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:49:05 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/8/2021 3:49:05 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:49:05 PM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:49:05 PM	Ceiling Passed

		94 Weighted Sum
		1 Multiplier Sum
		(100 Ceiling)
		94 Score

**DETERMINATION OF RATING**

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

**CEILING INDICATORS**

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

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Home Page: [Financial Accountability](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

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THE **TEXAS EDUCATION AGENCY**  
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

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FIRST 5.11.6.0

**School FIRST Annual Financial Management Report  
CRANDALL INDEPENDENT SCHOOL DISTRICT  
FOR FISCAL YEAR 2020**

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2019.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

**Superintendent's Current Employment Contract**

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

**Reimbursements Received by the Superintendent and Board Members**

For the Twelve-Month Period Ended August 31, 2020								
<u>Description of Reimbursements</u>	Dr. Wendy Eldredge Superintendent	Mike Wood Board Member 1	Stacie Warren Board Member 2	Sharon Long Board Member 3	Ryan Eskridge Board Member 4	Amy Barber Board Member 5	Rick Harrell Board Member 6	Jennifer Hiser Board Member 7
Meals	110.61	\$	\$	\$		\$	\$	\$
Lodging	407.30							
Transportation								
Motor Fuel	737.35							
Other	105.26							
<b>Total</b>	<b>\$1,360.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

- Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
- Lodging - Hotel charges.
- Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
- Motor fuel – Gasoline.
- Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

**Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services**

For the Twelve-Month Period Ended August 31, 2020	
<u>Name(s) of Entity(ies)</u>	Amount Received
	\$0.00
<b>Total</b>	<b>\$0.00</b>

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)  
(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period Ended August 31, 2020									
	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Note –** An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

**Business Transactions Between School District and Board Members**

For the Twelve-Month Period Ended August 31, 2020								
Amounts	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Note -** The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.



**Crandall Independent School District**  
**Board of Trustees**

**Board Meeting Date:** November 8, 2021

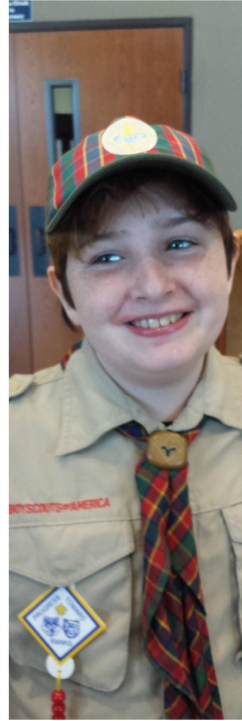
**Agenda Item:** Eagle Scout Award

**Agenda Section:** Recognition

**Administrator Responsible:** Chris Moore

**Summary/Background Information:** CISD will recognize Garrison Moore for his Eagle Scout accomplishment.

**Administrative Recommendation:** For your information.









## **Crandall Independent School District Board of Trustees**

**Board Meeting Date:** November 8, 2021

**Agenda Item:** Minutes from previous Board Meetings

**Agenda Section:** Consent

**Administrator Responsible:** Jennifer Johnson

**Summary/Background Information:** Minutes recorded on October 11, 2021, Regular Board Meeting.

**Administrative Recommendation:** Administration recommends approval of minutes listed above.

## **Minutes of Regular Meeting The Board of Trustees Crandall ISD**

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A Regular Meeting of the Board of Trustees of Crandall ISD was held Monday, October 11, 2021, beginning at 5:30 PM in the Board Room, L.F. Raynes Education Center, 400 W. Lewis St., Crandall.

### **CALL TO ORDER AND DECLARATION OF QUORUM**

Board Members Present: Rick Harrell, Mike Wood, Jennifer Hiser, Amy Barber, Dr. Sharon Long (Stacie Warren was not present.)

### **CLOSED SESSION TIME: 5:37 PM**

Personnel (Texas Government Code Section 551.074)

### **OPEN SESSION: 7:11 PM**

Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors

Staff Members Present: Holly Keown, AJ Murry, Christy Starrett, Chris Moore, Mike White, Kimberly Bramhall, Jennifer Johnson, Campus Principals

### **PUBLIC PARTICIPATION**

No public participation this meeting.

### **RECOGNITION OF PRINCIPALS**

Board of Trustees presented principals with Believe affirmation stone with the message that they believe in them and thanked them for their hard work. Dr. Keown honored the principals by talking about all the different hats they wear in their job and presented them with a backpack and a hat.

Ms. Hiser briefly left the meeting.

### **CONSENT ITEMS**

The following consent items were reviewed:

- Minutes of Previous Meetings
- Class Size Exception Waiver

Motion was made by Dr. Sharon Long and seconded by Amy Barber to approve consent items as presented.

Motion passed 4-0.

### **INFORMATION ITEMS**

Item F was moved to the top to allow for presenters to leave afterward.

#### Interactive Technology Boards in SpEd

Presenter: Mrs. Kandice Burke, Norma Olsen, Ms. Megan Charlton

Presenters discussed the BenQ panels that are being used in SPED classes which is opening doors to personal expression where students once struggled.

Ms. Hiser returned to the meeting before the Interactive Technology presentation ended.

#### Middle School Construction Update

Presenter: Corey Blackburn

Notes: Mr. Blackburn provided a construction update. The roof is being installed and a good portion of the parking lot has been poured.

#### EL Program Overview

Presenter: Ms. Kristi Matlock

Ms. Matlock provided an overview of the CISD EL program, including student enrollment numbers and STAAR scores.

#### Long Range Facilities Update

Presenter: Chris Moore

Mr. Moore updated the board on the Committee. All 153 community members that volunteered to participate on the committee have been contacted. 92% approval based on survey data from over 700 participants. The first Facility Planning Committee Meeting will be Monday, Oct. 18<sup>th</sup>, 6:00-6:30 dinner, 6:30 – 8:00 pm presentation covering history, demographics, and a chance to elect chairpersons. Meetings 2, 3 and 4 dates announced. Mike Holmberg WRA will facilitate the meetings.

#### Communication Update

Presenter: Chris Moore

Presented a video on recent events and showed the Brand Guidelines on the district website under [www.crandall-isd.net/brandcentral](http://www.crandall-isd.net/brandcentral)

#### COVID Update

Presenter: Christy Starrett

COVID Rapid Testing M-F 4-6 pm - 100 tests administered between 9/13 – 10/7

Vaccination Clinics - Oct 15, Nov. 5, Dec. 3

Cases have decreased.

#### Student Dress Code Update

Presenter: Dr. AJ Murry

Presented updated Dress Code data from the 1<sup>st</sup> 6 Weeks of school. For the next 6 weeks, the data chart categories have been updated to provide more specific information about what violations occur most often.

#### Education Foundation Update

Presenter: Kimberly Bramhall

Provided 60 'thank you' gifts to colleges that participated in College Fair Day. Upcoming events: Tailgate Appreciations 10/22 before game. Education Invasion Golf Classic, Nov. 1; Golden Gala 4/2/22

### **ACTION ITEMS**

#### Performance Pay

Presenter: Mr. Mike White

Mr. White discussed the recommended performance pay to come out of the ESSER 3 fund. This would be awarded in November, the same time as last year. Discussion took place regarding the appropriate amount and timing of the pay.

Motion was made by Dr. Sharon Long and seconded by Amy Barber to approve the Performance Pay at the amount recommended by administration.

Discussion took place to amend the original motion to include mention of the remaining ESSER 3 funds.

Motion was made by Dr. Sharon Long and seconded by Amy Barber to approve the Performance Pay at the amount recommended by administration with the remaining ESSER 3 funds to be allocated as it has been reported to TEA.

Vote to approve the amendment to the motion passed 5-0.

Vote to approve the motion that has been amended passed 5-0.

#### Policy Update 117

Presenter: Mrs. Christy Starrett

Notes: Approve the amendment to Policy.

Mrs. Starrett deferred this to the committee member, Dr. Sharon Long.

CH (Local) Purchasing and Acquisition. CHE local (delete)  
CV (local) Facilities and Construction  
DEC (local) Compensation and Benefits; Leaves and Absences

Approve as policy changes as presented.

Motion was made by Amy Barber and seconded by Mike Wood to approve the policy changes as presented. Motion passed 5-0.

#### Food Service Pay Increase/Compensation Plan Change

Presenter: Dr. Holly Keown

Notes: Data was presented based on surrounding jobs. Pay Grade 2 will not be affected by the increase in Pay Grade 1.

Motion made by Amy Barber and seconded by Mike Wood to approve the compensation plan for food service and café managers as presented by administration.

Motion passed 5-0.

#### **MONTHLY FINANCIALS**

Presenter: Mike White

Notes: Mr. White presented the financials for September 2021.

Mike Wood makes a motion to adjourn.

#### **ADJOURNMENT TIME: 9 :25 PM**

Approved as submitted on November 11, 2021

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Rick Harrell, President

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Jennifer Hiser, Secretary



## Crandall Independent School District

### Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	Approval of TEAL Designee
<b>Agenda Section:</b>	Consent
<b>Administrator Responsible:</b>	Dr. Murry, Assistant Superintendent Data and Information Systems

#### **Summary/Background Information:**

District Superintendents and heads of other organizations provide the first line of approval for access to TEA applications. The District Superintendent or head may wish to approve backup request submitters to ensure that staff requests are processed in a timely manner. The approval for backup submitters is made on a calendar year basis and the access will be terminated one calendar year from board approval date. The Superintendent is still fully liable for the actions of his/her backups.

A Primary Request Submitter Designee/Alternate provides backup support to the organization head for submitting requests for all applications for a single organization, such as a school district.

Like the organization head, these submitters see all requests and current accounts for the organization's TEAL users. Delegating this level of authority requires board approval. As approved board minutes are received, designees/alternates are provided with access to User Administration+/Alternate Approver, with a primary request submitter designee/alternate role.

We request that the Board authorize the following person, Kim Purifoy, to act as superintendent designee for approving staff requests (also referred to as "submitting requests to TEA") for access to one or more TEA web applications accessed through the Texas Education Agency Secure Environment (TEASE). The authorization is valid for the calendar year starting, January 1, 2022 to December 31, 2022.

#### **Administrative Recommendations:**

Approval of Kim Purifoy to act as superintendent designee for approving staff requests from January 1, 2022 to December 31, 2022.



**Crandall Independent School District**  
**Board of Trustees**

**Board Meeting Date:** November 8, 2021

**Agenda Item:** Middle School Construction Update

**Agenda Section:** Information

**Administrator Responsible:** Scott Stewart

**Summary/Background Information:** Monthly project update on CISD new Middle School.

**Administrative Recommendation:** For your information.



# Crandall ISD New Middle School

## Monthly Project Update

Location: October School Board Meeting

Date: November 8, 2021

Time: 7:00 pm

## Recent and Near-term Timeline

- 10/12 Roof structure for Competition Gym/Auditorium in place
- 10/15 Brick installation begins
- 10/18 Glass installation in classroom wing begins
- 10/19 Southeast parking lot poured
- 10/23 Mortar for Dark Brick selected
- 10/28 Finalized color selections for furniture
- 10/30 Soil stabilization for football field complete
- 11/02 Poured last section of fire lane paving

## Municipal Topics

- None at this time

## Value Analysis

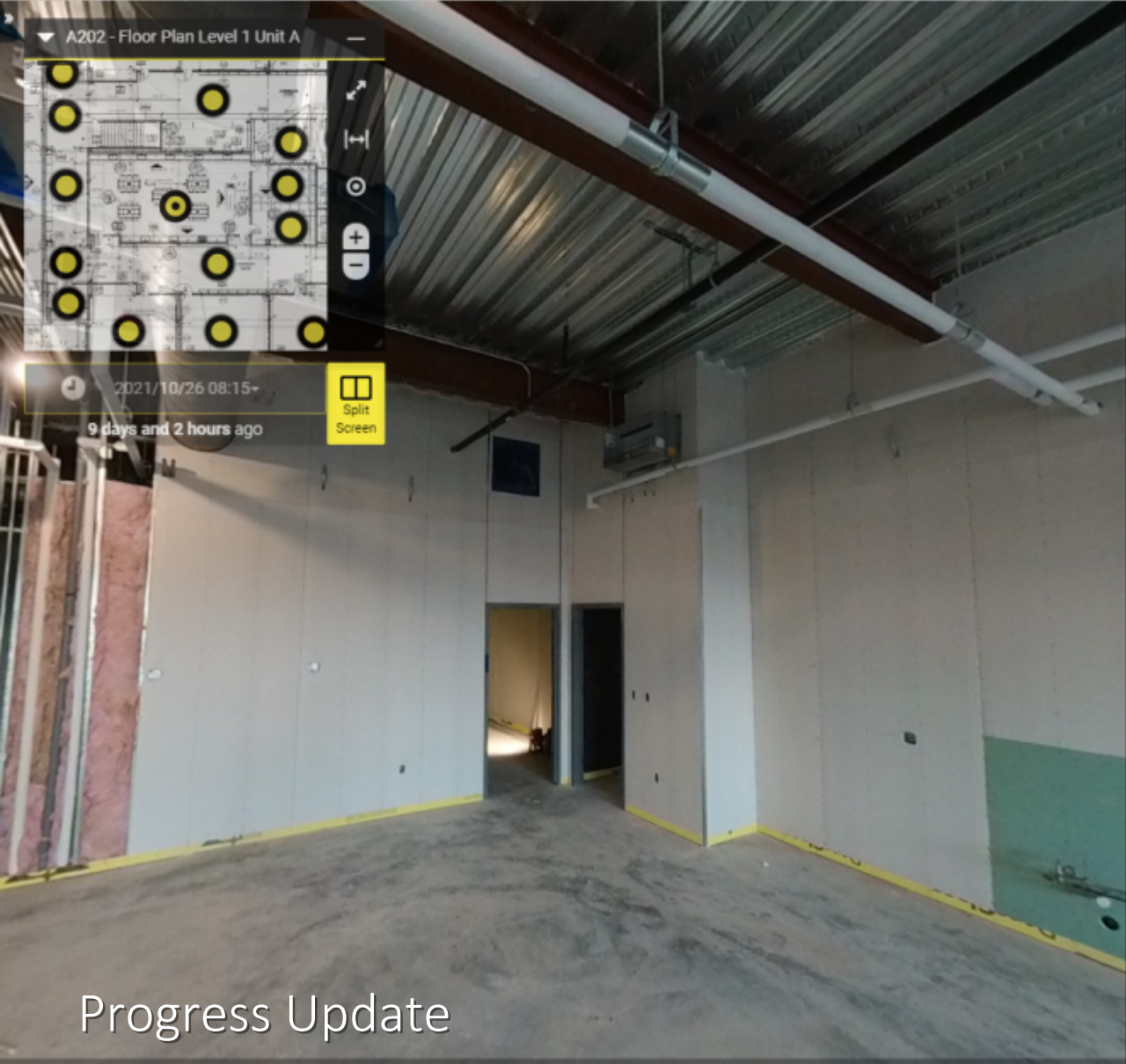
- Technology
  - 360 Photos: Documentation is proceeding. When the building is in operation, this will provide X-Ray vision for maintenance staff.
  - Thermal Imaging: Recommended purchase of thermal imaging camera for architectural quality control. Now in use.
- Furniture
  - Low bidder identified
  - Color selections have been finalized
  - Order will be placed upon final approval of staff
- Materials Delivery
  - Bleachers on track for delivery as scheduled
  - Gypsum board and framing materials are being delivered in a timely fashion
  - Tile work has begun and materials are ready to be delivered as needed
  - Air conditioning units are on site



# Crandall ISD New Middle School

## Additional Consultants

- None recommended at this time



Progress Update



November 8, 2021



Crandall ISD New Middle School

CBRE|HEERY

Progress Update

November 8, 2021



Crandall ISD New Middle School

**CBRE** | **HEERY**

Progress Update

November 8, 2021



Crandall ISD New Middle School



# Upcoming Site Activities



Crandall ISD New Middle School

**CBRE** | **HEERY**

# CRANDALL ISD

## MIDDLE SCHOOL

### CONSTRUCTION UPDATE

**Civil Concrete** - The remainder of the fire lane and parking lot were poured on 11/2 with a total of 500 cubic yards of concrete. This is the last of the major pours until work begins on the sidewalks.

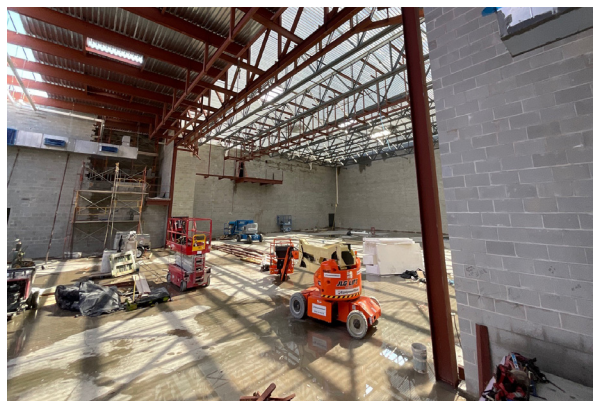
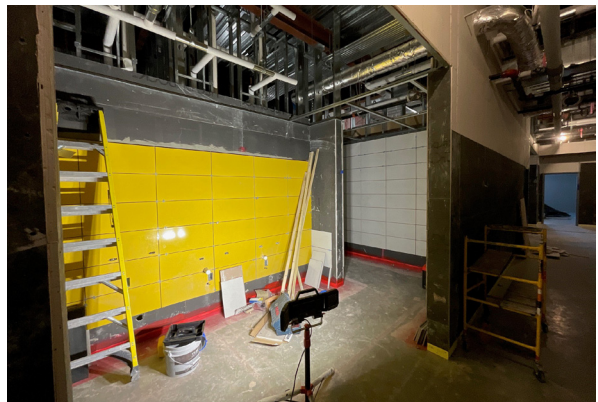
**Structural Steel** - Unit D structural steel is underway with completion projected for next week. This will allow roofing and drying in another large portion of the school to be complete so that it can be used for storage and to begin work on the finishes.

**Exterior** - Approximately 50% of the building has exterior sheathing and is currently being sprayed and rolled with waterproofing materials. Exterior brick is ongoing in Unit F Storm Shelter and Units A and B in the Classroom Wing on the South side.

**Interior** - Tape and bed has begun in the classroom wing of the building (Units A and B). The electrical rooms and gym (Unit G) have a first coat of paint. The first group restrooms currently have tile being installed to serve as a "mock up" restroom for any changes that need to be made.



Cost Summary	
Total Budget:	\$59,984,154
Total Completed & Stored To Date:	\$26,761,797
Percentage Complete:	45%
Contingency Remaining:	\$1,563,704



DIFFERENT FROM THE GROUND UP





# **Crandall Independent School District Board of Trustees**

**Board Meeting Date:**

November 8, 2021

**Agenda Item:**

CISD Education Foundation Monthly Update

**Agenda Section:**

Information

**Administrator Responsible:**

Ms. Kimberly Bramhall

**Summary/Background Information:** CISD Education Foundation monthly update.

**Administrative Recommendation:** For your information.



November 2021

Crandall ISD Education Foundation

# Executive Director Update - October

- Homecoming Alumni Event @ Rusted Rail
- Chamber of Commerce Golf Tournament
- Tailgate Appreciation Event @ Lighthouse
- VIP Presenter
- Participated in Long-Range Facility Planning meetings
- Programs Committee completed fall grant cycle
- Kaufman County Leadership orientation dinner

## Bank Accounts - 10/31/21

•Black & Gold	\$ 38,017.13
•General Fund	\$104,828.27
•Total	\$142,899.40

# Upcoming Events

Grant Prize Patrol: Friday, November 12  
8:30 am-Community Center



## GOLDEN GALA

2 April 2022 • 6:30 PM  
The Statler, Dallas TX  
Spazmatics



# Crandall Independent School District Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	2022-23 Secondary Course Academic Planning Guide Additions
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Dr. Carri Eddy

**Summary/Background Information:** Crandall ISD's Academic Planning Guides are reviewed annually with the intentions of providing Crandall ISD students to premier programs.

**Administrative Recommendation:** For your information. A request for approval of new courses will be brought to the Board on December 13, 2021.

## 2022-23 New course Proposal Details

New course	Course Description	Justification	Budget impact
Introduction to Imaging Technology	<p>The Introduction to Imaging Technology course provides students an introduction to the basic principles, guidelines, and knowledge needed for members of the medical imaging field. This course will provide the student with an overview of radiography and its role within the health care system, including basic radiology terminology, equipment, basic image production, patient positioning, and radiation safety. The student will study human anatomic structures and organs, as well as the standard positioning associated with the chest, abdomen, upper and lower extremities. This course is recommended for students grades 9-10 interested in the medical imaging field.</p>	<p>Partnership with TVCC to offer the Imaging route for students.</p>	<p>CTE required spending allotment for additional training and instructional materials.</p>
Principles of Nursing Science	<p>The Principles of Nursing Science course introduces students to basic principles of the profession of nursing. The goals/student outcomes for the course include knowledge of the history of nursing, an introduction to nursing theory, professionalism (teamwork,</p>	<p>Pathway alignment for CMA (Medical Assistant Certification) certification</p>	<p>CTE required spending allotment for an additional HST (Health Science Technology) teacher, training and instructional materials.</p>

	<p>communication, conflict resolution), legal/ethical issues in nursing, infection control, safety, and customer (patient) satisfaction. Skills learned include vital signs and how to document on a graphic record, patient positioning/transferring, bed-making, feeding, and personal protective equipment (PPE).</p>		
Barbering 1	<p>Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning enviro</p>	<p>Barbering would attract students who do not want to go through the scope and sequence of Cosmetology.</p>	<p>CTE required spending allotment for an additional teacher FTE, training and instructional materials.</p>
Barbering 2	<p>Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the</p>	<p>Barbering would attract students who do not want to go through the scope and sequence of Cosmetology.</p>	<p>CTE required spending allotment for training and instructional materials when added 2023-24.</p>

	student to be successful in a post-secondary learning environment.		
Reading I Reading II Reading III	This course is designed to develop and support students in need of reading, writing, and study skills. The course is designed to meet the needs of general education students or special populations, such as ESOL students.	Course will allow for Tier 3 reading students to receive a state credit while working on specific targeted reading deficits to prepare to retest to meet graduation requirements.	Compensatory Education* required spending allotment for an additional teacher FTE.  *Comp Ed funds must be spent on at-risk students
Strategic Learning for High School Mathematics	This course is intended to create strategic mathematical learners from under-prepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts, including and targeting the concepts in the Algebra 1 curriculum. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (ILP's). This course will not count for a required high school math credit; however, students will receive an elective credit upon	Allows a student who failed Algebra 1 EOC to receive Tier 3 instruction for state credit while preparing to retest to meet graduation requirements.	Compensatory Education* required spending allotment for an additional teacher FTE.  *Comp Ed funds must be spent on at-risk students

	successful completion.		
Add: AP World History Drop: H World History	Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.	Provide more AP course opportunities for students	CCMR Outcome Funds for instructional resources and teacher training
AP Human Geography	Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.	Provide more AP course opportunities for students	CCMR Outcome Funds for instructional resources and teacher training
Native Speaker I	Spanish I and II Honors for NATIVE Spanish Speakers is designed to provide learning opportunities for Native Spanish Speakers who can speak, read, and write in the language. The main objective of this course is to offer an intensive curriculum in order to prepare the student for his/her academic growth. This course covers the curriculum of two classes, Spanish I Honors and Spanish II Honors, with the goal of preparing the	Our Native Spanish speaking students are not being challenged in our normal Honors courses. The goal is to accelerate these students through the Spanish curriculum to prepare them to take the AP Spanish Language test at the end of Sophomore	Instructional materials

	student for the next level, Spanish III Honors / IV AP Native Speakers.	year and take the AP Spanish Literature test at the end of their Junior year.	
Native Speakers II	Spanish III Honors/AP IV for Native Spanish Speakers is designed to provide learning opportunities for Native Spanish Speakers who can speak, read, and write in the language. The objective of this course is to offer a more advanced curriculum entirely in Spanish in order to prepare the student for his/her academic growth. This course covers the curriculum of two courses, Spanish 3 Honors and Spanish 4 AP, with the goal of preparing the student for the Spanish Language and Culture AP Exam. This is a college-level course that may require extra hours of study per week. Students are expected to take the AP Spanish Language and Culture exam in May.	This will be the second course for our Native Speaker population to take and possibly earn college credit through the AP Exam. Upon completion of this course, students will be expected to take AP Spanish V their Junior year.	Instructional materials



## Crandall Independent School District Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	Instructional Materials Adoption Committee
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Dr. Carri Eddy

**Summary/Background Information:** For the 2022-2023 school year, the Texas Education Agency has identified Health and Physical Education K-12 for the adoption cycle. Crandall ISD Chief Academic Officer worked with campus leadership and teachers to identify a committee to review eligible materials for the adoption.

**Administrative Recommendation:** For your information. A request for approval of the new adoption materials will be brought to the Board on January 10, 2022.

# PE/Health Adoption Committee



- **Roman Blackmon - Crandall High School**
  - **Patrick Luecke - Crandall Middle School**
  - **Jolene Terry - Noble Reed Elementary School**
  - **Staci Roof - Martin Elementary School/District Lead PE teacher**
  - **Jeanie Walton - Coordinator of Instructional Materials & Fixed Assets**
  - **Carri Eddy - Chief Academic Officer**
-



## Crandall Independent School District Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	Elementary Campus Improvement Plans
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Dr. Holly Keown, Chief of Staff

**Summary/Background Information:** Campuses meet with their stakeholders to review the needs assessment, set priority goals, adjust strategies, and monitor progress throughout the school year. This allows campus input on priorities and goals to keep the campuses focused on the five goals set by the School Board for the 2021- 2022 school year.

Holly Kirby – Nola Wilson Elementary School  
Matt Beshere – W. A. Martin Elementary School  
Paige Cherry – Noble-Reed Elementary School  
DeAnn Baker – Hollis T. Dietz Elementary School  
Michael Starling – Barbara Walker Elementary School

**Administrative Recommendation:** For your information. Our Elementary Campus Principals will present two positive notes regarding their Campus and one challenge they currently face. A copy of each of their Campus Improvement Plans is attached for your information.

**Crandall Independent School District**  
**Hollis T. Dietz Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

To empower each student to positively impact the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPGHICS

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

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

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

# Student Learning

## Student Learning Summary

### Calculation Report

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

### Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
All Subjects																
Percent of Tests																
At Approaches GL Standard or Above	67%	62%	69%	76%	-	-	-	47%	60%	62%	64%	32%	68%	67%	68%	
At Meets GL Standard or Above	36%	30%	35%	48%	-	-	-	20%	28%	21%	25%	17%	41%	36%	35%	
At Masters GL Standard	18%	15%	16%	29%	-	-	-	0%	13%	5%	6%	9%	32%	18%	18%	
Number of Tests																
At Approaches GL Standard or Above	394	153	135	99	-	-	-	7	189	38	41	37	15	179	215	
At Meets GL Standard or Above	209	74	69	63	-	-	-	3	89	13	16	20	9	97	112	
At Masters GL Standard	107	37	32	38	-	-	-	0	42	3	4	10	7	49	58	
Total Tests	587	247	195	130	-	-	-	15	315	61	64	115	22	269	318	
Participation																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	94%	95%	93%	96%	-	*	-	84%	96%	97%	95%	93%	100%	96%	92%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	66%	76%	78%	-	-	-	67%	66%	83%	83%	38%	67%	71%	73%
At Meets GL Standard or Above	41%	33%	39%	56%	-	-	-	50%	33%	17%	21%	22%	44%	39%	42%
At Masters GL Standard	22%	17%	23%	31%	-	-	-	0%	17%	9%	8%	9%	33%	21%	23%
Number of Tests															
At Approaches GL Standard or Above	171	65	60	42	-	-	-	4	83	19	20	17	6	81	90
At Meets GL Standard or Above	96	32	31	30	-	-	-	3	41	4	5	10	4	44	52
At Masters GL Standard	52	17	18	17	-	-	-	0	21	2	2	4	3	24	28
Total Tests	237	98	79	54	-	-	-	6	125	23	24	45	9	114	123
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	92%	95%	-	*	-	80%	94%	100%	97%	90%	100%	95%	90%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	65%	60%	65%	78%	-	-	-	50%	59%	52%	54%	34%	78%	63%	67%
At Meets GL Standard or Above	33%	28%	33%	44%	-	-	-	0%	25%	30%	33%	19%	44%	33%	32%
At Masters GL Standard	18%	12%	16%	31%	-	-	-	0%	13%	4%	8%	13%	44%	17%	18%
Number of Tests															
At Approaches GL Standard or Above	156	59	52	42	-	-	-	3	75	12	13	16	7	73	83
At Meets GL Standard or Above	78	28	26	24	-	-	-	0	32	7	8	9	4	38	40
At Masters GL Standard	42	12	13	17	-	-	-	0	16	1	2	6	4	20	22

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	239	99	80	54	-	-	-	6	127	23	24	47	9	115	124
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	91%	95%	-	-	-	80%	96%	93%	90%	92%	100%	95%	90%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	52%	58%	48%	55%	-	-	-	*	42%	33%	40%	9%	*	52%	51%
At Meets GL Standard or Above	18%	13%	26%	18%	-	-	-	*	17%	11%	20%	0%	*	29%	13%
At Masters GL Standard	2%	4%	0%	0%	-	-	-	*	3%	0%	0%	0%	*	5%	0%
Number of Tests															
At Approaches GL Standard or Above	31	14	11	**	-	-	-	*	15	3	4	1	*	11	20
At Meets GL Standard or Above	11	3	6	**	-	-	-	*	6	1	2	0	*	6	5
At Masters GL Standard	1	1	0	**	-	-	-	*	1	0	0	0	*	1	0
Total Tests	60	24	23	**	-	-	-	*	36	9	10	11	*	21	39
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	71%	58%	92%	82%	-	-	-	*	59%	67%	67%	25%	*	74%	69%
At Meets GL Standard or Above	47%	42%	46%	64%	-	-	-	*	37%	17%	17%	8%	*	47%	47%
At Masters GL Standard	24%	27%	8%	36%	-	-	-	*	15%	0%	0%	0%	*	21%	25%
Number of Tests															
At Approaches GL Standard or Above	36	15	12	**	-	-	-	*	16	4	4	3	*	14	22

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	24	11	6	**	-	-	-	*	10	1	1	1	*	9	15
At Masters GL Standard	12	7	1	**	-	-	-	*	4	0	0	0	*	4	8
Total Tests Participation	51	26	13	**	-	-	-	*	27	6	6	12	*	19	32
% participation 2018-19	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%

### Student Learning Strengths

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

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

### Problem Statements Identifying Student Learning Needs

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

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

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

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

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

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

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

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

### Recruitment and Retention of teachers

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

### School Context & Organization

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

### Technology

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

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

### School Processes & Programs Strengths

- Spring STAAR plan

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

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

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

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

# Perceptions

## Perceptions Summary

### Family and Community Engagement

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

Parent-teacher Communication includes:

Parent/Teacher Conferences:

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

Report Cards are distributed every 6 weeks

Weekly grade level newsletter

Weekly Smores

PTO

Trunk or Treat

STEAM Night

Student Character and Leadership Clubs

## School Culture and Climate

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

## Perceptions Strengths

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

Playbook and Systems were implemented and are continuously monitored for areas of improvement.

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

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

### **Problem Statements Identifying Perceptions Needs**

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

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






# Priority Problem Statements

# Goals

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

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





**Evaluation Data Sources:** common assessment data, benchmarks, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use 3rd grade math data to target specific areas of instructional needs during intervention and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers, ESL, Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Increase Student achievement on the third through sixth grade state assessment in Reading at the Approaches performance level or above to 70%.






**Evaluation Data Sources:** common assessment data, benchmarks, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use reading data to target specific areas of instructional needs during intervention and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers, ESL, Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** Increase Science performance in the Approaches performance category from 45.28% to 60% as measured by the 2021 STAAR for 5th grade.






**Evaluation Data Sources:** common assessment data, benchmarks, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use science data to target specific areas of instructional needs during intervention and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers, ESL, Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education will mirror general education content to support the needs of the student with standard aligned expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on student growth</p> <p><b>Staff Responsible for Monitoring:</b> Special Education, Principal, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5:** 80% of all students in grades kindergarten through third to be on the appropriate reading level prior to advancing to the next grade level.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LLI services will focus on students in grades Kindergarten through Second to be on grade level prior to Third grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to comprehend reading content to the level and rigor required to be successful in third grade.</p> <p><b>Staff Responsible for Monitoring:</b> LLI paraprofessionals            General Education Teachers            Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b>  <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				






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

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

**Targeted or ESF High Priority**

**HB3 Goal**







**Evaluation Data Sources:** Teacher turnover data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementing Look Back data meetings during PLC</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased teacher capacity in the use of data and leading PLC meetings                      -more targeted interventions and tutorials based from data                      -Increased number of campus leaders                      -Teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

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






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the GBF (Get Better Faster) protocols for coaching and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a more narrow focus of instructional coaching and expectations to allow more opportunities for mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Campus Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase teacher capacity in first instruction utilizing PLC Look Forward meetings, TEKs Resource System and Lead4ward platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased in-depth knowledge of standards -Targeted and strategically written lesson objectives</p> <p><b>Staff Responsible for Monitoring:</b> ESL, Special Education, LLI, Classroom Teachers, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and communicate a list of leadership opportunities with incentives for willing staff.</p> <p><b>Strategy's Expected Result/Impact:</b> -More teacher led meetings, PD, and peer to peer communication/feedback.</p> <ul style="list-style-type: none"> <li>-Teacher growth</li> <li>-Teacher retention</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				

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

**Performance Objective 4:** Teachers will provide objective data driven lesson plans for formative assessments

**Targeted or ESF High Priority**






**Evaluation Data Sources:** Improved lesson design plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will submit lesson plans early to receive feedback based on data driven assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Training sessions will be provided by the district to assist teachers with instructional technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality technology integration</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

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

**Targeted or ESF High Priority**

**HB3 Goal**






**Evaluation Data Sources:** Number of student/parent bullying reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement counseling programs to address prevention of bullying incidents, meaning of bullying and what it looks like, and the reporting protocol to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of bullying incident reports by 50%</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, campus stakeholders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop system to monitor classroom/staff follow through for all reports of bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a bridge for clear communication between administrator/counselor/teachers/stakeholders which will reflect through positive culture.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/ Principal/ All campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

**Evaluation Data Sources:** Audit reports, campus operational drill reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a system to allow teacher feedback after required state and district drills, test, etc. , even to allow anonymous responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Fill campus areas of need to meet 100% compliance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Testing Coordinator, All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






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

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

**Targeted or ESF High Priority**

**HB3 Goal**

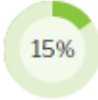




**Evaluation Data Sources:** Discipline date, referrals, student and community involvement reports, staff surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assistant Principal will work with a campus committee to evaluate progress on Anti-Bullying and Safety Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents and increased compliance in safety protocols and drills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with campus stakeholders through survey to receive suggestions. <b>Strategy's Expected Result/Impact:</b> -Access to more ideas/opportunities -Increase of stakeholder willingness to participate in opportunities <b>Staff Responsible for Monitoring:</b> Administration <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				






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

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

**Targeted or ESF High Priority**

**HB3 Goal**







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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Evaluate current processes to establish positive interaction with frequent surveys to measure stakeholders interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve from 7% to 25%</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Requisitions will be analyzed for essential purchases before submission.  <b>Strategy's Expected Result/Impact:</b> Increase in campus funds.  <b>Staff Responsible for Monitoring:</b> Administration Team  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All software will be frequently analyzed to determine effectiveness before updating contracts.  <b>Strategy's Expected Result/Impact:</b> Campus usage of all software packages purchased.  <b>Staff Responsible for Monitoring:</b> Campus Administrative Team and Technology Department  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increased local and state assessment scores so that all student meet their academic growth goals. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gena Thomas	Reading Lab Aide		

# Addendums

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Dietz	89	61	38	80	40	22
4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Dietz	68	36	18	58	31	10
5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Dietz	75	44	26	77	47	30
6th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	78	48	23	71	33	16
Dietz	87	52	27	71	38	23

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Dietz	90	66	33	63	28	15
4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Dietz	58	32	16	60	29	14
5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Dietz	81	31	16	66	36	15
6th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	88	54	24	74	38	17
Dietz	88	56	18	70	33	18

4th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Dietz	58	31	7	51	17	2
7th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	70	34	13	61	30	12
5th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Dietz	52	30	16	70	45	25

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	HOLLIS T DIETZ EL
<b>Campus Number</b>	129901105

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

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

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

## 2021 English Language Proficiency Status

<b>Campus Name</b>	<b>Dietz Elementary</b>
<b>9-Digit Campus Number</b>	<b>129901105</b>

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

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

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

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

# 2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **HOLLIS T DIETZ EL**

Campus Number: **129901105**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	96.1%	<b>96.6%</b>	97.0%	96.7%	96.3%	*	*	*	97.5%	96.1%	96.5%	97.8%
2017-18	95.4%	96.3%	<b>96.6%</b>	96.8%	96.6%	96.3%	*	*	-	97.9%	96.3%	96.4%	96.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

129901 : Crandall ISD

## Campus : Hollis T Dietz EL

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

### District Information

Offers the ASVAB test

### Programs of Study

(014) - Culinary Arts

### Gifted and Talented Programs

(01) - Pull-out

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

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

	Count	Percent
<b>Student Total</b>	<b><u>551</u></b>	<b>100%</b>
Early Education Grade	<u>2</u>	0.36%
Pre-Kindergarten Grade	<u>31</u>	5.63%
Kindergarten Grade	<u>78</u>	14.16%
1st Grade	<u>80</u>	14.52%
2nd Grade	<u>67</u>	12.16%
3rd Grade	<u>65</u>	11.80%
4th Grade	<u>78</u>	14.16%
5th Grade	<u>71</u>	12.89%
6th Grade	<u>79</u>	14.34%

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

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

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

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<a href="#">7</a>	9.72%
Auditory impairment	<a href="#">1</a>	1.39%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<a href="#">3</a>	4.17%
Emotional disturbance	<a href="#">7</a>	9.72%
Learning disability	<a href="#">16</a>	22.22%
Speech impairment	<a href="#">33</a>	45.83%
Autism	<a href="#">5</a>	6.94%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

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

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

### Instructional Settings

Speech Therapy code (00)	<a href="#">27</a>	37.50%
Homebound code (01)	<a href="#">1</a>	1.39%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">18</a>	25.00%
Resource Room codes (41, 42)	<a href="#">24</a>	33.33%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	<a href="#">1</a>	1.39%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	<a href="#">1</a>	1.39%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

**Economic Disadvantage**

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

	Count	Percent
--	-------	---------

**Student by Program** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

<b>Economic Disadvantage Total</b> (Economic-Disadvantage-Code = 01,02,99)	<u>294</u>	53.36%
<b>Free Meals</b> (Economic-Disadvantage-Code = 01)	<u>244</u>	44.28%
<b>Reduced-Price Meals</b> (Economic-Disadvantage-Code = 02)	<u>50</u>	9.07%
<b>Other Economic Disadvantage</b> (Economic-Disadvantage-Code = 99)	0	0.00%
<b>Homeless Statuses</b>		
<b>Homeless Status Total</b> (Homeless-Status-Code = 2,3,4,5)	<u>1</u>	0.18%
<b>Shelter</b> (Homeless-Status-Code = 5)	0	0.00%
<b>Doubled Up</b> (Homeless-Status-Code = 2)	<u>1</u>	0.18%
<b>Unsheltered</b> (Homeless-Status-Code = 3)	0	0.00%
<b>Hotel/Motel</b> (Homeless-Status-Code = 4)	0	0.00%

**Other Student Information** (2021 - 2022 Preliminary

Fall PEIMS file loaded 09/21/2021)

Count Percent

<b>At-Risk</b> (At-Risk-Indicator-Code = 1)	<u>75</u>	13.61%
<b>Title I Homeless</b> (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
<b>Immigrant</b> (Immigrant-Indicator-Code = 1)	<u>1</u>	0.18%
<b>Migrant</b> (Migrant-Indicator-Code = 1)	0	0.00%
<b>Military Connected</b> (Military-Connected-Student-Code = 1,2,3,4,5,6)	<u>22</u>	3.99%
<b>Foster Care</b> (Foster-Care-Indicator-Code = 1,2)	<u>1</u>	0.18%
<b>CTE Single Parent/Pregnant Teen</b> (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
<b>Section 504</b> (Section-504-Indicator-Code = 1)	<u>24</u>	4.36%
<b>Intervention Indicator</b> (Intervention-Strategy-Indicator-Code = 1)	<u>12</u>	2.18%
<b>IEP Continuer</b> (IEP-Continuer-Indicator-Code = 1)	0	0.00%
<b>Transfer In Students</b> (Student Attribution Code = 6)	0	0%

**Staff Information** (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

Count Percent

<b>Administrative Support</b> (Role ID Not Equal 087 AND Object Code = 6119)	0	%
<b>Teacher</b> (Role ID = 087 AND Object Code = 6119)	0	%
<b>Educational Aide</b> (Role ID = 033 AND Object Code = 6129)	0	%
<b>Auxiliary</b> (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%

**Crandall Independent School District**  
**Martin Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

W.A. Martin Elementary will cultivate, global citizens by modeling a culture of:

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- 
- 
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- 
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Passion  
Innovation  
Risk-taking  
Achievement  
Tenacity  
Equity  
Servant Leadership

## Vision

Success: Each Child...Each Day...Each Hour...Each Minute

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Staff Information - 2021 - 2022

- Total staff - 68
- Professional Staff - 49 (72%)
  - Teachers - 40
  - Professional Support - 7
  - Campus Administration - 2
- Paraprofessionals - 19 (28%)
  - Educational Aides - 16
  - Other paraprofessionals - 3
- Teachers by Ethnicity
  - Hispanic - 9 (22.5%)
  - White - 29 (72.5%)
  - Asian/pacific - 1 (2.5%)
  - American Indian - 1 (2.5%)
- Teachers by Years of Experience
  - Beginning - 1 (2.5%)
  - 1-5 Years - 13 (32.5%)
  - 6-10 Years - 6 (15%)
  - 11-20 Years - 16 (40%)
  - Over 20 Years - 4 (10%)

#### Student Information - as of October 11, 2021

- Class Size Averages
  - Kindergarten - 20.8
  - Grade 1 - 18.8
  - Grade 2 - 18.6
  - Grade 3 - 22.3
  - Grade 4 - 20.2
  - Grade 5 - 21.5

◦ Grade 6 - 25.8

Martin elementary has a student population of 663 students, grades Pre-K/Head Start - 6th. The school is considered a school-wide Title 1 campus. 68% of students are economically disadvantaged. About 60% of the student population's ethnicity is Hispanic-Latino. 29% of the student population is Limited English Proficient and 18% are considered bilingual students. 65% of teaching staff has 6 or more years of teaching experience.

### Demographics Strengths

- Increasing percentage of Hispanic staff members to reflect student population.
- 65% of Martin teachers have at least 6 years of teaching experience.
- Bilingual classrooms offered at grades Pre-K through 4th, with two teachers at the 2nd grade level.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Hispanic student population is 60%, while the Hispanic teacher population is only 22.5%. **Root Cause:** Limited Hispanic teacher applicants. Recruiting efforts for Hispanic teachers not sufficient.

**Problem Statement 2:** Economic Disadvantage student population continues to grow, currently at 68.3%. **Root Cause:** Additional growth to Crandall ISD has brought poverty.

**Problem Statement 3:** Parent participation in academics-related activities lacks consistency. **Root Cause:** COVID protocols limits activities

**Problem Statement 4:** Spanish-speaking staff members needs to increase to meet the needs of Spanish-speaking families and students. **Root Cause:** Hiring practices have not attracted bilingual candidates

# Student Learning

## Student Learning Summary

In Reading Martin Elementary has fallen dramatically behind the district in 3rd grade STAAR scores. Martin Elementary remains slightly behind the district in 4th and 5th grade Reading. Scores for all grade levels in Reading showed a significant decrease. Math scores remained in line with the district. However, all grade levels showed a significant decrease. 4th grade Writing and 5th grade Science scores fell as well.

## Student Learning Strengths

- **Classroom scheduling has built in 45 minutes of intervention time each day. This intervention time is focused on the academic needs of each student.**
- **Through HB4545 students who did not meet standards in Reading and Math on STAAR receive additional support through direct teaching methods and Education Galaxy.**
- **Teachers are receiving training through Reading Academy program.**

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR results fell in all subject areas and grade levels. **Root Cause:** Students lost a lot of classroom instruction time due to Covid-19.

**Problem Statement 2:** Intervention time is not being utilized efficiently to close the learning gaps of most students. **Root Cause:** Insufficient training for staff to develop proper intervention strategies.

# School Processes & Programs

## School Processes & Programs Summary

- Beginning of year Staff PD
- Martin Playbook
- MAP Data Analysis meetings
- Weekly Admin Meeting
- GT/Masters Academy - Weekly
- Tiered Walkthrough Management
- T-TESS pre-conferences, observations, post conferences, and summatives
- New teacher mentor program with Mentor Cadre support
- District PNC communication tool
- 6 week CBA assessments with follow-up analysis
- TEK/Instruction Congruence
- In-School Tutorials
- Martin Master schedule - built around MTA and resource student schedules
- New Leadership Team creation
- Monthly Faculty Meetings
- Monthly PLC meetings
- Daily 45 minute Intervention time
- Fire Drills
- Calendared Safety Drills - 2 per school year

Martin elementary has many school processes and programs in place to help build capacity among our staff members to improve our learning environment.

## School Processes & Programs Strengths

- Principal playbook Implementation
- New Leadership Team with increased member buy-in and responsibilities.
- Tiered Walkthrough plan
- Lead4ward Instructional Support
- PLC support at all grade levels
- CBA analysis meetings
- MAP data analysis

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Monthly PLC meetings consistently did not meet with fidelity. **Root Cause:** PLC meetings were not made a priority.

**Problem Statement 2:** 45 minute Daily Intervention Time did not meet students' needs successfully and time was often used poorly. **Root Cause:** Intervention time has not been thoroughly planned based on student data.

**Problem Statement 3:** Lead4ward Instructional Strategies did not lead instruction to the level of rigor needed for student success. **Root Cause:** Lead4ward strategies not appropriately utilized in lesson planning.

# Perceptions

## Perceptions Summary

- Updated Martin Vision and Mission
- Martin Playbook created and implemented
- Martin Weekly Forecast - weekly parent update newsletter - using Smore
- Meet the Teacher Night
- Big Kahuna Fundraiser
- Students of the Month recognized
- Trunk or Treat
- Turkey Trot/Jingle Bell Fun Run
- Red Ribbon Week
- UIL academic meets
- Homecoming Parade
- 1st, 3rd, and 5th grade musicals
- Christmas Parties
- Valentine's Parties
- PTO Father/Daughter Dance
- 100th Day of School Celebration
- PTO Mother/Son event
- Head Start family events
- Book fairs
- Martin Art show
- Class Picnics
- Field Day
- Grade Level Field Trips
- Special Olympics
- Destination Imagination Teams
- Santa Pictures
- Martin staff retreat
- Martin Staff Christmas Party
- Teacher Appreciation Week
- Awards Assemblies
- Kindergarten Circus
- Home Visits
- Kindergarten Round-Up
- Blessings in a Backpack - student weekend food program
- Bilingual Families Christmas Event
- NEHS
- Children's Day Event
- End of Year Color Run
- Talent Show

## Perceptions Strengths

- Culture of Martin is very family oriented.
- Parent partnerships built on open communication
- All communications at Martin go out in English and Spanish.
- 13 bilingual staff members for communication with Spanish speaking families
- Parents always encouraged and welcomed to participate in student activities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent participation at school events has not translated into increased student growth on STAAR for ECD, Hispanic, and EL students. **Root Cause:** Lack of provisions that would attract these populations (transportation, nutrition services, translation services)

**Problem Statement 2:** Due to COVID-19, all in-person school events have been canceled. **Root Cause:** COVID-19

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

## Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

# Goals





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

**Performance Objective 1:** All students will reach high academic standards, at a minimum attaining proficiency or better in Reading, Writing, Math, and Science.

**Evaluation Data Sources:** STAAR

- TELPAS
- MAP
- District CBA
- BAS reading testing
- TPRI
- TX-KEA
- Walkthrough Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All 2nd and 3rd grade teachers attending the Reading Academy and implementing reading strategies with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on all state and district reading assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and implement Martin Instructional Playbook in all Pre-K through 6th grade classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on all state and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in MAP assessments two times per year in order to evaluate progress towards mastering curriculum and increasing student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All students meeting or exceeding RIT score growth for Math and Reading.</p> <p><b>Staff Responsible for Monitoring:</b> District Testing Coordinator Campus Testing Coordinator Principal Assistant Principal Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will ensure that tier one instruction is aligned with the TEKS for all lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on all state and district assessments. Increase students' knowledge and application of TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers and support staff will engage in district staff development to increase student performance and growth in Math and Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teachers' tier one instructional capacity Increase student achievement on all state and district math and science assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 2:** All English Learners will grow at least 20% for Domain II of State Accountability.





**Evaluation Data Sources:** MAP Assessments - Math and Reading  
STAAR Assessment  
TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High quality Bilingual Instruction provided in grades, Pre-K through 4th grade.  <b>Strategy's Expected Result/Impact:</b> Students will grow on all state and district assessments.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Director of Bilingual/ESL Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff will attend SIOP training and implement SIOP strategies daily with fidelity.  <b>Strategy's Expected Result/Impact:</b> All EL students will grow on all state and district assessments  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Director of Bilingual/ESL Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All classrooms with EL students will implement ELPS Objectives with fidelity.  <b>Strategy's Expected Result/Impact:</b> All EL students will grow on all state and district assessments.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Director of Bilingual/ESL Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ESL Teacher and Instructional Aide will provide inclusion in the general education classroom to support EL students receive the highest quality tier one instruction.  <b>Strategy's Expected Result/Impact:</b> All EL students will grow on all state and district assessments  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 3:** Integrate technology Pre- K through Sixth grade throughout the curriculum to improve instruction.





**Evaluation Data Sources:** Walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize software to improve instructional capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Student user capacity strengthens on campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Professional Development: Build instructional capacity and effectiveness of teachers by creating a campus culture of continuous improvement.





**Evaluation Data Sources:** T-TESS  
Staff PD/Goal Setting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Protected weekly Think Tank time will be provided.  <b>Strategy's Expected Result/Impact:</b> Improve teacher efficacy, professional learning, and planning which results in more effective planning and higher achievement.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monthly PLC time will be used to discuss common assessments, student work, standards, goals, and professional learning.  <b>Strategy's Expected Result/Impact:</b> Greater knowledge of written and tested curriculum, student data, and increased knowledge of best practices.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WOW Wednesday PD sessions provided through the district will be highly encouraged and incentivized for all teachers.  <b>Strategy's Expected Result/Impact:</b> Sessions can be utilized to show evidence towards the SLO or as part of an intervention for a teacher.                      Sessions can also be utilized just to learn something teaching or classroom strategies.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 2:** Recruitment: The campus will continue to participate in the CISD job fair to recruit quality teachers that meet the needs of our student population.

**Evaluation Data Sources:** Percentage of highly qualified teachers  
Retention Rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The members of the Leadership Team will attend the the CISD Job Fair and recruit quality teachers that align to the campus Mission and Vision.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 3:** New Teacher Support: establish and maintain a mentoring program for teachers new to the profession.

**Evaluation Data Sources:** T-TESS

New Teacher Survey





Walk-through Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A mentoring committee is developed to mentor new teachers to both our district and campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality Teacher Retention</p> <p>Teacher Professional Growth</p> <p>Team Collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Mentoring Team</p> <p>Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** The campus safety committee will continue to evaluate the campus safety plan, safety drills, and campus safety needs.





**Evaluation Data Sources:** Safety drills  
 Safety surveys  
 Safety Committee meeting feedback  
 Safety audits; district and region

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will conduct safety drills according to the districts recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> The staff and students will know the proper procedures for all safety protocols and be able to maintain a safe environment in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Campus Staff                      Safety Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 1:** Communication: Communicate district/school information through consistent and timely messages using multiple forms of communication: website, social media, and printed materials in both English and Spanish.





**Evaluation Data Sources:** Communication Sources  
 Attendance of School Event (\*post COVID)  
 Twitter History  
 Martin Memo archive  
 Smore archive

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Multimedia approach to communicating with stakeholders in both Spanish and English. -twitter -web page -messenger (text, phone, e-mail) -teacher web pages -weekly newsletter  <b>Strategy's Expected Result/Impact:</b> Stakeholder involvement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Staff Administrative Assistant <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Involvement: The campus will engage parents and community members in partnership activities





**Evaluation Data Sources:** Attendance  
 Family Engagement Reports  
 Participation at events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students of the Month: Two Students of the Month will be recognized from all grade levels, K-6, as well as a Life Skills student.</p> <p><b>Strategy's Expected Result/Impact:</b> Student recognition for excellence in academics and Pirate Pride.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 1:** All campus expenditures focused on instructional needs to support student and teacher needs.

**Evaluation Data Sources:** Skyward Finance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase orders will be reviewed before submission to check for instructional need.</p> <p><b>Strategy's Expected Result/Impact:</b> All campus funds will be spent to support instruction either directly or indirectly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
W A MARTIN EL (129901101) - CRANDALL ISD**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	38
College, Career and Military Readiness	N/A
Graduation Rate	N/A
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 64.8%)	38
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	13%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	13%
School Quality Status	N/A
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	98%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
W A MARTIN EL (129901101) - CRANDALL ISD**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	293	293	69	93		748	
Approaches GL or Above	189	196	33	53		471	63%
Meets GL or Above	95	123	11	26		255	34%
Masters GL	52	61	0	9		122	16%
Total Percentage Points							113%
<b>Component Score</b>							<b>38</b>

**Texas Education Agency  
2021 STAAR Performance  
W A MARTIN EL (129901101) - CRANDALL ISD**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	63%	53%	56%	72%	-	*	-	65%	57%	47%	50%	49%	60%	63%	62%
At Meets GL Standard or Above	34%	16%	29%	41%	-	*	-	35%	28%	17%	20%	28%	40%	35%	31%
At Masters GL Standard	16%	0%	14%	20%	-	*	-	12%	13%	8%	9%	12%	25%	17%	15%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	471	10	219	229	-	*	-	**	277	110	120	46	12	330	141
At Meets GL Standard or Above	255	3	115	131	-	*	-	**	134	40	49	26	8	184	71
At Masters GL Standard	122	0	55	65	-	*	-	**	61	18	21	11	5	88	34
Total Tests	748	19	391	319	-	*	-	**	484	232	242	93	20	520	228
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	99%	*	-	-	100%	100%	100%	100%	98%	100%	99%	100%
% participation 2020-21	98%	100%	100%	95%	-	*	-	100%	97%	100%	100%	94%	100%	98%	98%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	65%	63%	55%	76%	-	*	-	57%	59%	49%	52%	58%	63%	65%	63%
At Meets GL Standard or Above	32%	0%	26%	43%	-	*	-	29%	26%	14%	18%	28%	25%	35%	26%
At Masters GL Standard	18%	0%	16%	22%	-	*	-	0%	14%	10%	10%	11%	25%	18%	18%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	189	5	86	93	-	*	-	**	110	46	50	21	5	132	57
At Meets GL Standard or Above	95	0	41	52	-	*	-	**	49	13	17	10	2	72	23
At Masters GL Standard	52	0	25	27	-	*	-	**	27	9	10	4	2	36	16
Total Tests	293	8	155	122	-	*	-	**	188	93	97	36	8	203	90
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	99%	*	-	-	100%	99%	100%	100%	97%	100%	99%	100%
% participation 2020-21	98%	100%	100%	95%	-	*	-	100%	97%	100%	100%	95%	100%	98%	98%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	67%	63%	60%	74%	-	*	-	86%	61%	54%	56%	50%	63%	68%	63%
At Meets GL Standard or Above	42%	38%	36%	49%	-	*	-	57%	34%	24%	27%	33%	50%	43%	40%
At Masters GL Standard	21%	0%	17%	27%	-	*	-	29%	15%	10%	11%	17%	38%	22%	18%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	196	5	93	91	-	*	-	**	115	50	54	18	5	139	57
At Meets GL Standard or Above	123	3	56	60	-	*	-	**	64	22	26	12	4	87	36
At Masters GL Standard	61	0	26	33	-	*	-	**	29	9	11	6	3	45	16

**Texas Education Agency  
2021 STAAR Performance  
W A MARTIN EL (129901101) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	293	8	154	123	-	*	-	**	188	93	97	36	8	203	90
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	99%	*	-	-	100%	99%	100%	100%	97%	100%	99%	100%
% participation 2020-21	98%	100%	99%	96%	-	*	-	100%	97%	100%	100%	95%	100%	98%	98%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	48%	*	40%	58%	-	-	-	*	41%	21%	25%	22%	*	42%	58%
At Meets GL Standard or Above	16%	*	11%	23%	-	-	-	*	11%	0%	0%	11%	*	12%	23%
At Masters GL Standard	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	33	*	14	18	-	-	-	*	19	4	5	2	*	18	15
At Meets GL Standard or Above	11	*	4	7	-	-	-	*	5	0	0	1	*	5	6
At Masters GL Standard	0	*	0	0	-	-	-	*	0	0	0	0	*	0	0
Total Tests	69	*	35	31	-	-	-	*	46	19	20	9	*	43	26
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	97%	*	100%	94%	-	-	-	*	96%	100%	100%	100%	*	96%	100%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	57%	*	55%	63%	-	-	-	*	53%	37%	39%	42%	*	58%	55%
At Meets GL Standard or Above	28%	*	30%	28%	-	-	-	*	26%	19%	21%	25%	*	28%	27%
At Masters GL Standard	10%	*	9%	12%	-	-	-	*	8%	0%	0%	8%	*	10%	9%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	53	*	26	27	-	-	-	*	33	10	11	5	*	41	12
At Meets GL Standard or Above	26	*	14	12	-	-	-	*	16	5	6	3	*	20	6
At Masters GL Standard	9	*	4	5	-	-	-	*	5	0	0	1	*	7	2
Total Tests	93	*	47	43	-	-	-	*	62	27	28	12	*	71	22
<b>Participation</b>															
% participation 2018-19	99%	*	100%	97%	*	-	-	*	100%	100%	100%	100%	*	98%	100%
% participation 2020-21	98%	*	100%	96%	-	-	-	*	97%	100%	100%	86%	*	99%	96%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Number of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Texas Education Agency  
2021 STAAR Performance  
W A MARTIN EL (129901101) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Texas Education Agency  
2021 Relative Performance  
W A MARTIN EL (129901101) - CRANDALL ISD**

<b>% Economically Disadvantaged</b>	<b>STAAR Performance</b>
64.8	38

**Texas Education Agency  
2021 Closing the Gaps  
W A MARTIN EL (129901101) - CRANDALL ISD**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	No		No	No					No	No	Yes		No	No		
% at Meets GL Standard or Above	32%	0%	26%	43%	-	*	-	29%	26%	18%	28%	25%	35%	26%		
# at Meets GL Standard or Above	95	0	41	52	-	*	-	**	49	17	10	2	72	23		
Total Tests	293	8	155	122	-	*	-	**	188	97	36	8	203	90		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No		No	No					No	No	Yes		No	No		
% at Meets GL Standard or Above	42%	38%	36%	49%	-	*	-	57%	34%	27%	33%	50%	43%	40%		
# at Meets GL Standard or Above	123	3	56	60	-	*	-	**	64	26	12	4	87	36		
Total Tests	293	8	154	123	-	*	-	**	188	97	36	8	203	90		
<b>Total Indicators</b>															2	16
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>																
<b>Target Met</b>																
TELPAS Progress Rate																
TELPAS Progress																
TELPAS Total																
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No		No	No					No	No	Yes		No	No		
STAAR Component Score	38	23	33	44	-	*	-	37	33	26	30	42	38	36		
% at Approaches GL Standard or Above	63%	53%	56%	72%	-	*	-	65%	57%	50%	49%	60%	63%	62%		
% at Meets GL Standard or Above	34%	16%	29%	41%	-	*	-	35%	28%	20%	28%	40%	35%	31%		

**Texas Education Agency  
2021 Closing the Gaps  
W A MARTIN EL (129901101) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	16%	0%	14%	20%	-	*	-	12%	13%	9%	12%	25%	17%	15%		
Total Tests	748	19	391	319	-	*	-	**	484	242	93	20	520	228		
<b>Total Indicators</b>															<b>1</b>	<b>8</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	99%	*	-	-	100%	99%	100%	97%	100%	99%	100%		
# Participants	291	**	131	138	*	-	-	12	177	86	34	8	180	111		
Total Tests	292	**	131	139	*	-	-	12	178	86	35	8	181	111		
<b>Mathematics</b>																
% Participation	100%	100%	100%	99%	*	-	-	100%	99%	100%	97%	100%	99%	100%		
# Participants	291	**	130	139	*	-	-	12	176	85	34	8	179	112		
Total Tests	292	**	130	140	*	-	-	12	177	85	35	8	180	112		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	
<b>ELA/Reading</b>																
% Participation	98%	100%	100%	95%	-	*	-	100%	97%	100%	95%	100%	98%	98%		
# Participants	313	9	169	127	-	*	-	**	208	109	38	9	209	104		
Total Tests	320	9	169	134	-	*	-	**	214	109	40	9	214	106		
<b>Mathematics</b>																
% Participation	98%	100%	99%	96%	-	*	-	100%	97%	100%	95%	100%	98%	98%		
# Participants	313	9	168	128	-	*	-	**	208	109	38	9	209	104		
Total Tests	320	9	169	134	-	*	-	**	214	109	40	9	214	106		

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Martin	79	38	21	55	21	12

4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Martin	75	42	25	51	21	9

5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Martin	82	45	29	69	45	27

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Martin	82	45	8	54	21	7

4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Martin	86	60	39	51	35	21

5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Martin	92	59	36	71	45	24

4th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Martin	54	35	7	47	15	0

5th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Martin	77	40	26	56	26	9

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	W A MARTIN EL
<b>Campus Number</b>	129901101

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	47	49		38

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	69	74		
Relative Performance (STAAR Performance and CCMR)	47	49		38
Relative Performance (% EcoDis)	57.5%	63.6%		64.8%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	31%	50%		13%
Growth Status	57%	100%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	75%	78%		13%

## 2021 English Language Proficiency Status

<b>Campus Name</b>	<b>Martin Elementary</b>
<b>9-Digit Campus Number</b>	<b>129901101</b>

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

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

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

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

# 2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **W A MARTIN EL**

Campus Number: **129901101**

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

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District Name: CRANDALL ISD  
Campus Name: W A MARTIN EL  
Campus Number: 129901101

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

Total Students: 564  
Grade Span: EE - 06  
School Type: Elementary

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	82%	<b>79%</b>	*	76%	83%	-	-	-	*	67%	*	75%	87%	75%	67%
	2018	77%	74%	<b>69%</b>	*	56%	77%	-	-	-	*	56%	*	77%	55%	57%	44%
At Meets Grade Level or Above	2019	45%	48%	<b>38%</b>	*	39%	41%	-	-	-	*	44%	*	41%	30%	29%	29%
	2018	43%	40%	<b>29%</b>	*	24%	30%	-	-	-	*	22%	*	31%	25%	21%	13%
At Masters Grade Level	2019	27%	29%	<b>21%</b>	*	13%	32%	-	-	-	*	11%	*	20%	26%	13%	8%
	2018	25%	26%	<b>20%</b>	*	20%	20%	-	-	-	*	0%	*	18%	25%	18%	6%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	83%	<b>82%</b>	*	74%	90%	-	-	-	*	56%	*	80%	87%	76%	67%
	2018	78%	75%	<b>66%</b>	*	52%	80%	-	-	-	*	44%	*	68%	62%	55%	53%
At Meets Grade Level or Above	2019	49%	52%	<b>45%</b>	*	39%	51%	-	-	-	*	22%	*	43%	52%	40%	33%
	2018	47%	40%	<b>29%</b>	*	26%	33%	-	-	-	*	33%	*	29%	29%	19%	11%
At Masters Grade Level	2019	25%	23%	<b>8%</b>	*	8%	10%	-	-	-	*	0%	*	8%	9%	7%	8%
	2018	23%	17%	<b>11%</b>	*	19%	3%	-	-	-	*	11%	*	10%	14%	13%	5%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>75%</b>	*	60%	96%	-	-	-	*	71%	*	87%	62%	62%	52%
	2018	73%	76%	<b>70%</b>	*	55%	86%	-	-	-	*	29%	*	78%	59%	70%	38%
At Meets Grade Level or Above	2019	44%	45%	<b>42%</b>	*	30%	57%	-	-	-	*	29%	*	48%	35%	29%	22%
	2018	46%	47%	<b>37%</b>	*	25%	52%	-	-	-	*	0%	*	34%	41%	33%	15%
At Masters Grade Level	2019	22%	23%	<b>25%</b>	*	13%	39%	-	-	-	*	0%	*	26%	23%	15%	4%
	2018	24%	22%	<b>20%</b>	*	10%	31%	-	-	-	*	0%	*	19%	23%	17%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>86%</b>	*	77%	96%	-	-	-	*	86%	*	90%	81%	76%	74%
	2018	78%	73%	<b>79%</b>	*	65%	93%	-	-	-	*	43%	*	88%	68%	70%	56%
At Meets Grade Level or Above	2019	48%	49%	<b>60%</b>	*	37%	91%	-	-	-	*	43%	*	74%	42%	41%	30%
	2018	49%	40%	<b>46%</b>	*	39%	55%	-	-	-	*	14%	*	53%	36%	45%	31%
At Masters Grade Level	2019	28%	32%	<b>39%</b>	*	30%	52%	-	-	-	*	29%	*	39%	38%	26%	17%
	2018	27%	25%	<b>32%</b>	*	22%	45%	-	-	-	*	0%	*	34%	28%	30%	19%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	61%	<b>54%</b>	*	40%	70%	-	-	-	*	29%	*	61%	46%	41%	30%
At Meets Grade Level or Above	2019	35%	33%	<b>35%</b>	*	23%	48%	-	-	-	*	29%	*	42%	27%	24%	13%
At Masters Grade Level	2019	11%	8%	<b>7%</b>	*	7%	9%	-	-	-	*	0%	*	10%	4%	6%	0%
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	84%	<b>82%</b>	*	66%	97%	-	-	-	*	33%	*	85%	77%	73%	56%
	2018	84%	86%	<b>82%</b>	*	70%	92%	-	-	-	*	33%	*	85%	75%	79%	73%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	54%	51%	<b>45%</b>	*	28%	64%	-	-	-	*	0%	*	53%	35%	41%	17%
	2018	54%	56%	<b>51%</b>	*	39%	61%	-	-	-	*	22%	*	51%	50%	36%	47%
At Masters Grade Level	2019	29%	29%	<b>29%</b>	*	21%	39%	-	-	-	*	0%	*	30%	27%	24%	6%
	2018	26%	27%	<b>25%</b>	*	17%	29%	-	-	-	*	11%	*	19%	40%	24%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	<b>92%</b>	*	86%	97%	-	-	-	*	78%	*	93%	92%	90%	83%
	2018	91%	92%	<b>94%</b>	*	87%	100%	-	-	-	*	67%	*	98%	85%	88%	87%
At Meets Grade Level or Above	2019	58%	48%	<b>59%</b>	*	48%	73%	-	-	-	*	11%	*	63%	54%	54%	39%
	2018	58%	55%	<b>58%</b>	*	52%	63%	-	-	-	*	11%	*	57%	60%	45%	60%
At Masters Grade Level	2019	36%	29%	<b>36%</b>	*	24%	52%	-	-	-	*	0%	*	40%	31%	34%	11%
	2018	30%	23%	<b>30%</b>	*	26%	32%	-	-	-	*	11%	*	30%	30%	24%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	69%	<b>77%</b>	*	66%	91%	-	-	-	*	22%	*	77%	77%	71%	56%
	2018	76%	76%	<b>78%</b>	*	70%	84%	-	-	-	*	22%	*	81%	70%	67%	67%
At Meets Grade Level or Above	2019	49%	42%	<b>40%</b>	*	31%	53%	-	-	-	*	22%	*	41%	38%	41%	11%
	2018	41%	42%	<b>46%</b>	*	30%	55%	-	-	-	*	11%	*	45%	50%	36%	27%
At Masters Grade Level	2019	24%	21%	<b>26%</b>	*	14%	41%	-	-	-	*	11%	*	26%	27%	22%	0%
	2018	17%	18%	<b>19%</b>	*	9%	24%	-	-	-	*	11%	*	17%	25%	15%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	<b>68%</b>	*	60%	76%	-	-	-	*	0%	*	69%	65%	59%	59%
	2018	69%	73%	<b>70%</b>	*	73%	68%	-	-	-	*	20%	-	73%	66%	71%	73%
At Meets Grade Level or Above	2019	37%	48%	<b>45%</b>	*	32%	53%	-	-	-	*	0%	*	43%	48%	35%	41%
	2018	39%	42%	<b>36%</b>	*	33%	39%	-	-	-	*	20%	-	39%	31%	36%	36%
At Masters Grade Level	2019	18%	23%	<b>23%</b>	*	12%	26%	-	-	-	*	0%	*	21%	26%	18%	18%
	2018	19%	17%	<b>11%</b>	*	9%	12%	-	-	-	*	0%	-	12%	9%	12%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	<b>86%</b>	*	76%	94%	-	-	-	*	57%	*	86%	87%	82%	76%
	2018	77%	77%	<b>87%</b>	*	85%	90%	-	-	-	*	80%	*	90%	83%	83%	86%
At Meets Grade Level or Above	2019	47%	54%	<b>49%</b>	*	44%	53%	-	-	-	*	0%	*	45%	57%	38%	41%
	2018	44%	45%	<b>47%</b>	*	55%	43%	-	-	-	*	20%	*	43%	51%	43%	59%
At Masters Grade Level	2019	21%	24%	<b>25%</b>	*	8%	32%	-	-	-	*	0%	*	26%	22%	18%	12%
	2018	18%	17%	<b>19%</b>	*	18%	21%	-	-	-	*	20%	*	17%	23%	21%	27%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>79%</b>	57%	68%	89%	-	-	-	88%	50%	78%	80%	76%	71%	61%
	2018	77%	76%	<b>78%</b>	39%	69%	86%	-	-	-	87%	43%	93%	82%	70%	72%	65%
At Meets Grade Level or Above	2019	50%	48%	<b>46%</b>	14%	35%	57%	-	-	-	52%	20%	39%	48%	42%	37%	27%
	2018	48%	44%	<b>42%</b>	0%	37%	48%	-	-	-	52%	17%	64%	43%	41%	36%	34%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	0%	15%	32%	-	-	-	32%	5%	6%	23%	23%	18%	8%
	2018	22%	18%	<b>21%</b>	0%	17%	24%	-	-	-	35%	7%	14%	19%	23%	19%	14%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	79%	<b>76%</b>	33%	66%	87%	-	-	-	90%	44%	75%	78%	72%	68%	59%
	2018	74%	75%	<b>73%</b>	43%	64%	80%	-	-	-	80%	37%	80%	79%	64%	70%	59%
At Meets Grade Level or Above	2019	48%	50%	<b>42%</b>	0%	33%	53%	-	-	-	60%	19%	63%	45%	37%	34%	27%
	2018	46%	46%	<b>38%</b>	0%	31%	46%	-	-	-	40%	17%	60%	40%	36%	32%	29%
At Masters Grade Level	2019	21%	21%	<b>24%</b>	0%	15%	34%	-	-	-	40%	3%	0%	24%	26%	17%	9%
	2018	19%	19%	<b>19%</b>	0%	14%	22%	-	-	-	30%	3%	20%	17%	22%	17%	11%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	82%	<b>86%</b>	89%	78%	94%	-	-	-	90%	69%	88%	86%	87%	81%	74%
	2018	81%	78%	<b>82%</b>	38%	73%	91%	-	-	-	90%	57%	100%	86%	75%	75%	71%
At Meets Grade Level or Above	2019	52%	49%	<b>53%</b>	33%	42%	64%	-	-	-	50%	19%	25%	53%	51%	43%	35%
	2018	50%	42%	<b>45%</b>	0%	43%	49%	-	-	-	50%	20%	50%	46%	45%	39%	40%
At Masters Grade Level	2019	26%	25%	<b>25%</b>	0%	17%	34%	-	-	-	40%	6%	13%	25%	26%	20%	12%
	2018	24%	18%	<b>23%</b>	0%	21%	25%	-	-	-	30%	10%	0%	22%	24%	22%	19%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	66%	<b>54%</b>	*	40%	70%	-	-	-	*	29%	*	61%	46%	41%	30%
At Meets Grade Level or Above	2019	38%	34%	<b>35%</b>	*	23%	48%	-	-	-	*	29%	*	42%	27%	24%	13%
At Masters Grade Level	2019	14%	11%	<b>7%</b>	*	7%	9%	-	-	-	*	0%	*	10%	4%	6%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>77%</b>	*	66%	91%	-	-	-	*	22%	*	77%	77%	71%	56%
	2018	80%	80%	<b>78%</b>	*	70%	84%	-	-	-	*	22%	*	81%	70%	67%	67%
At Meets Grade Level or Above	2019	54%	52%	<b>40%</b>	*	31%	53%	-	-	-	*	22%	*	41%	38%	41%	11%
	2018	51%	46%	<b>46%</b>	*	30%	55%	-	-	-	*	11%	*	45%	50%	36%	27%
At Masters Grade Level	2019	25%	24%	<b>26%</b>	*	14%	41%	-	-	-	*	11%	*	26%	27%	22%	0%
	2018	23%	17%	<b>19%</b>	*	9%	24%	-	-	-	*	11%	*	17%	25%	15%	7%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	65	<b>78</b>	*	75	83	-	-	-	*	64	*	77	79	72	71
	2018	63	66	<b>68</b>	*	65	67	-	-	-	*	50	*	77	55	67	65
Grade 4 Mathematics	2019	65	71	<b>95</b>	*	93	96	-	-	-	*	100	*	95	94	91	91
	2018	65	61	<b>81</b>	*	72	86	-	-	-	*	43	*	86	74	76	72
Grade 5 ELA/Reading	2019	81	79	<b>82</b>	*	84	81	-	-	-	*	71	*	76	91	82	77
	2018	80	73	<b>89</b>	*	85	89	-	-	-	*	86	*	87	94	84	75
Grade 5 Mathematics	2019	83	85	<b>87</b>	*	76	94	-	-	-	*	71	*	86	88	83	74
	2018	81	71	<b>85</b>	*	83	88	-	-	-	*	100	*	91	69	81	88
Grade 6 ELA/Reading	2019	42	55	<b>51</b>	*	50	51	-	-	-	*	29	*	52	48	47	57
	2018	47	49	<b>45</b>	*	42	48	-	-	-	*	*	-	46	42	42	55
Grade 6 Mathematics	2019	54	66	<b>54</b>	*	40	62	-	-	-	*	36	*	49	63	44	44
	2018	56	58	<b>56</b>	*	66	51	-	-	-	*	*	*	54	59	55	67
All Grades Both Subjects	2019	69	71	<b>74</b>	42	71	76	-	-	-	100	62	60	71	78	70	70
	2018	69	66	<b>69</b>	70	66	71	-	-	-	78	65	72	73	63	66	69
All Grades ELA/Reading	2019	68	71	<b>70</b>	17	70	70	-	-	-	100	55	40	68	74	68	69
	2018	69	66	<b>66</b>	80	61	68	-	-	-	81	58	*	70	59	63	63
All Grades Mathematics	2019	70	72	<b>77</b>	67	71	82	-	-	-	100	69	80	74	82	73	71
	2018	70	66	<b>73</b>	60	72	74	-	-	-	75	72	60	77	66	70	73

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>39%</b>	*	31%	75%	-	-	-	*	17%	30%	30%
	2018	38%	37%	<b>35%</b>	*	*	52%	-	-	-	*	*	35%	*
Mathematics	2019	45%	40%	<b>60%</b>	*	55%	67%	-	-	-	-	60%	52%	56%
	2018	47%	35%	<b>56%</b>	*	*	87%	-	-	-	*	53%	46%	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	<b>77%</b>	*	62%	91%	-	-	-	*	38%	65%	43%
Students Requiring Accelerated Instruction														
	2019	22%	21%	<b>23%</b>	*	38%	9%	-	-	-	*	63%	35%	57%
STAAR Cumulative Met Standard														
	2019	86%	84%	<b>83%</b>	*	66%	100%	-	-	-	*	38%	75%	43%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	78%	<b>86%</b>	*	76%	94%	-	-	-	*	63%	85%	57%
Students Requiring Accelerated Instruction														
	2019	17%	22%	<b>14%</b>	*	24%	6%	-	-	-	*	38%	15%	43%
STAAR Cumulative Met Standard														
	2019	90%	87%	<b>94%</b>	*	86%	100%	-	-	-	*	88%	93%	79%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>79%</b>	-	-	-	-	-	55%	*	56%	64%	55%	56%
	2018	77%	76%	<b>78%</b>	-	-	-	-	-	52%	31%	55%	76%	52%	55%
At Meets Grade Level or Above	2019	50%	48%	<b>46%</b>	-	-	-	-	-	21%	*	21%	36%	21%	22%
	2018	48%	44%	<b>42%</b>	-	-	-	-	-	24%	6%	28%	35%	24%	26%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	-	-	-	-	-	5%	*	5%	7%	5%	5%
	2018	22%	18%	<b>21%</b>	-	-	-	-	-	11%	0%	13%	12%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	<b>76%</b>	-	-	-	-	-	49%	*	50%	80%	49%	51%
	2018	74%	75%	<b>73%</b>	-	-	-	-	-	40%	20%	43%	75%	40%	46%
At Meets Grade Level or Above	2019	48%	50%	<b>42%</b>	-	-	-	-	-	20%	*	20%	40%	20%	21%
	2018	46%	46%	<b>38%</b>	-	-	-	-	-	17%	0%	19%	25%	17%	18%
At Masters Grade Level	2019	21%	21%	<b>24%</b>	-	-	-	-	-	5%	*	5%	0%	5%	4%
	2018	19%	19%	<b>19%</b>	-	-	-	-	-	10%	0%	11%	0%	10%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	<b>86%</b>	-	-	-	-	-	69%	*	70%	80%	69%	70%
	2018	81%	78%	<b>82%</b>	-	-	-	-	-	60%	50%	62%	75%	60%	63%
At Meets Grade Level or Above	2019	52%	49%	<b>53%</b>	-	-	-	-	-	28%	*	28%	60%	28%	30%
	2018	50%	42%	<b>45%</b>	-	-	-	-	-	29%	17%	31%	50%	29%	32%
At Masters Grade Level	2019	26%	25%	<b>25%</b>	-	-	-	-	-	8%	*	8%	20%	8%	9%
	2018	24%	18%	<b>23%</b>	-	-	-	-	-	13%	0%	14%	25%	13%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	<b>54%</b>	-	-	-	-	-	32%	*	33%	*	32%	30%
	2018	66%	60%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	<b>35%</b>	-	-	-	-	-	16%	*	17%	*	16%	13%
	2018	41%	60%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	<b>7%</b>	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	13%	40%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	<b>77%</b>	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	80%	<b>78%</b>	-	-	-	-	-	56%	20%	*	*	56%	60%
At Meets Grade Level or Above	2019	54%	52%	<b>40%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	46%	<b>46%</b>	-	-	-	-	-	33%	0%	*	*	33%	30%
At Masters Grade Level	2019	25%	24%	<b>26%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	<b>19%</b>	-	-	-	-	-	11%	0%	*	*	11%	10%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>74%</b>	-	-	-	-	-	71%	*	72%	67%	71%	70%
	2018	69%	66%	<b>69%</b>	-	-	-	-	-	72%	88%	70%	50%	72%	69%
All Grades ELA/Reading	2019	68%	71%	<b>70%</b>	-	-	-	-	-	67%	*	69%	*	67%	67%
	2018	69%	66%	<b>66%</b>	-	-	-	-	-	72%	*	71%	*	72%	69%
All Grades Mathematics	2019	70%	72%	<b>77%</b>	-	-	-	-	-	74%	*	74%	70%	74%	74%
	2018	70%	66%	<b>73%</b>	-	-	-	-	-	72%	*	68%	*	72%	70%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	<b>39%</b>	-	-	-	-	-	32%	-	32%	*	32%	30%
	2018	38%	37%	<b>35%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	40%	<b>60%</b>	-	-	-	-	-	56%	*	60%	*	56%	56%
	2018	47%	35%	<b>56%</b>	-	-	-	-	-	*	*	*	-	*	*

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 544  
 Grade Span: EE - 06  
 School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	99%	*	-	-	100%	98%	100%	100%
Included in Accountability	94%	95%	<b>92%</b>	100%	93%	93%	*	-	-	81%	91%	92%	95%
Not Included in Accountability													
Mobile	4%	5%	<b>7%</b>	0%	7%	5%	*	-	-	19%	3%	7%	4%
Other Exclusions	1%	0%	<b>1%</b>	0%	0%	1%	*	-	-	0%	3%	1%	1%
Not Tested	1%	0%	<b>0%</b>	0%	0%	1%	*	-	-	0%	2%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	*	-	-	0%	2%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	-	-	-	100%	100%	99%	100%
Included in Accountability	94%	92%	<b>93%</b>	90%	93%	93%	-	-	-	92%	90%	90%	91%
Not Included in Accountability													
Mobile	4%	7%	<b>6%</b>	10%	6%	5%	-	-	-	8%	6%	7%	7%
Other Exclusions	1%	0%	<b>1%</b>	0%	1%	1%	-	-	-	0%	4%	1%	2%
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	-	-	-	0%	0%	1%	0%
Absent	1%	0%	<b>1%</b>	0%	0%	1%	-	-	-	0%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	96.1%	<b>96.6%</b>	98.5%	96.7%	96.3%	*	*	*	97.9%	96.1%	96.5%	96.9%
2017-18	95.4%	96.3%	<b>96.5%</b>	97.2%	96.9%	96.1%	*	*	*	97.2%	95.9%	96.6%	97.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

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

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

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

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

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

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	564	100.0%	4,573	5,479,173	565	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	9	1.6%	0.3%	0.3%	10	1.8%	0.5%	0.5%
Pre-Kindergarten	61	10.8%	3.7%	4.5%	61	10.8%	3.6%	4.5%
Kindergarten	75	13.3%	7.0%	7.0%	75	13.3%	7.0%	7.0%
Grade 1	62	11.0%	7.0%	7.1%	62	11.0%	7.0%	7.1%
Grade 2	64	11.3%	7.4%	7.1%	64	11.3%	7.4%	7.1%
Grade 3	66	11.7%	7.0%	7.1%	66	11.7%	6.9%	7.1%
Grade 4	88	15.6%	7.8%	7.3%	88	15.6%	7.8%	7.3%
Grade 5	64	11.3%	7.4%	7.6%	64	11.3%	7.4%	7.6%
Grade 6	75	13.3%	8.0%	7.7%	75	13.3%	8.0%	7.7%
Grade 7	0	0.0%	7.5%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	8.2%	7.5%	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	6.6%	6.9%	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.1%	6.4%	0	0.0%	6.3%	6.4%
Ethnic Distribution:								
African American	19	3.4%	18.7%	12.6%	19	3.4%	18.7%	12.6%
Hispanic	290	51.4%	31.9%	52.8%	290	51.3%	31.8%	52.8%
White	244	43.3%	45.7%	27.0%	245	43.4%	45.8%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	1	0.2%	0.5%	4.6%	1	0.2%	0.5%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	9	1.6%	2.7%	2.5%	9	1.6%	2.7%	2.5%
Sex:								
Female	267	47.3%	47.7%	48.8%	267	47.3%	47.7%	48.8%
Male	297	52.7%	52.3%	51.2%	298	52.7%	52.3%	51.2%
Economically Disadvantaged	363	64.4%	52.8%	60.3%	364	64.4%	52.7%	60.2%
Non-Educationally Disadvantaged	201	35.6%	47.2%	39.7%	201	35.6%	47.3%	39.8%
Section 504 Students	29	5.1%	8.2%	6.9%	29	5.1%	8.2%	6.9%
English Learners (EL)	188	33.3%	13.5%	20.3%	188	33.3%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.5%	2.2%	1.5%				
Students w/ Dyslexia	20	3.5%	4.8%	4.1%	20	3.5%	4.8%	4.1%
Foster Care	2	0.4%	0.4%	0.3%	2	0.4%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	8	1.4%	0.5%	2.3%	8	1.4%	0.5%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	564	100.0%	43.2%	65.1%	565	100.0%	43.2%	65.1%
Military Connected	4	0.7%	2.2%	1.9%	4	0.7%	2.2%	1.9%
At-Risk	289	51.2%	42.6%	50.6%	289	51.2%	42.6%	50.5%

District Name: CRANDALL ISD  
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 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	185	32.8%	13.1%	20.6%	185	32.7%	13.1%	20.6%
Career & Technical Education	0	0.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	-	70.4%	50.8%
Gifted & Talented Education	23	4.1%	5.6%	8.1%	23	4.1%	5.6%	8.1%
Special Education	74	13.1%	11.7%	10.5%	75	13.3%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	19	25.7%	45.3%	42.4%				
Students with Physical Disabilities	33	44.6%	21.8%	21.4%				
Students with Autism	11	14.9%	10.8%	13.8%				
Students with Behavioral Disabilities	**	**	20.7%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	60	13.4%	12.4%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	26	5.8%						
White	27	6.0%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	5	1.1%						
Student Attrition (2018-19):								
Total Student Attrition	73	15.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	12.7%	7.8%	1.6%	11.1%	24.1%	5.5%
Grade 1	3.4%	3.8%	2.9%	40.0%	7.5%	4.9%
Grade 2	0.0%	1.2%	1.6%	0.0%	3.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	10.0%	1.9%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	2.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	3.9%	7.8%	-	2.9%	13.1%

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.1	19.0
Grade 1	33.4	22.3	18.9
Grade 2	23.1	19.0	18.8
Grade 3	22.7	20.2	19.0
Grade 4	21.5	19.8	19.2
Grade 5	21.7	21.4	20.9
Grade 6	20.3	20.6	20.4
Secondary:			
English/Language Arts	-	16.1	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	17.2	17.8
Science	-	18.6	18.8
Social Studies	-	17.9	19.3

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Staff Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	59.1	100.0%	100.0%	100.0%
Professional Staff:	46.7	79.1%	67.0%	63.7%
Teachers	36.7	62.2%	51.4%	49.4%
Professional Support	8.0	13.5%	9.9%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	4.0%	3.0%
Educational Aides:	12.4	20.9%	12.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	5.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	15.5	26.2%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.7%	7.8%	10.8%
Hispanic	6.0	16.3%	5.2%	28.1%
White	27.7	75.5%	84.7%	57.7%
American Indian	1.0	2.7%	0.7%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	1.0	2.7%	1.0%	1.1%
Males	1.0	2.7%	20.0%	23.8%
Females	35.7	97.3%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	28.7	78.2%	74.9%	73.4%
Masters	8.0	21.8%	23.5%	24.5%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.9%	6.5%	7.4%
1-5 Years Experience	13.0	35.4%	35.8%	27.9%
6-10 Years Experience	9.0	24.5%	21.9%	19.4%
11-20 Years Experience	8.7	23.7%	24.4%	29.4%
Over 20 Years Experience	2.0	5.4%	11.4%	15.9%
Number of Students per Teacher	15.4	n/a	14.9	15.1

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.3	6.2
Average Years Experience of Principals with District	7.0	6.3	5.3
Average Years Experience of Assistant Principals	2.0	3.9	5.3
Average Years Experience of Assistant Principals with District	2.0	2.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	8.3	9.6	11.1
Average Years Experience of Teachers with District:	4.5	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,274	\$50,517	\$49,868
1-5 Years Experience	\$51,516	\$52,048	\$52,823
6-10 Years Experience	\$54,017	\$53,628	\$55,756
11-20 Years Experience	\$56,005	\$56,639	\$59,308
Over 20 Years Experience	\$61,624	\$65,861	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$53,501	\$54,993	\$57,091
Professional Support	\$60,589	\$65,280	\$67,352
Campus Administration (School Leadership)	\$76,046	\$73,974	\$82,512
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CRANDALL ISD  
 Campus Name: W A MARTIN EL  
 Campus Number: 129901101

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

Total Students: 564  
 Grade Span: EE - 06  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	16.3%	3.8%	6.5%
Career & Technical Education	0.0	0.0%	6.2%	5.0%
Compensatory Education	3.0	8.2%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	24.7	67.3%	70.9%	70.9%
Special Education	3.0	8.2%	13.0%	9.3%
Other	0.0	0.0%	2.4%	3.6%

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

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

129901 : Crandall ISD

## Campus : W A Martin EL

P O Box 460  
 Crandall, TX 75114-0460  
 (972) 427-6020 Phone  
 (972) 427-6039 Fax

### District Information

Offers the ASVAB test

### Programs of Study

(014) - Culinary Arts

### Gifted and Talented Programs

(01) - Pull-out

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

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

	Count	Percent
<b>Student Total</b>	<b><u>644</u></b>	<b>100%</b>
Early Education Grade	<u>5</u>	0.78%
Pre-Kindergarten Grade	<u>45</u>	6.99%
Kindergarten Grade	<u>87</u>	13.51%
1st Grade	<u>74</u>	11.49%
2nd Grade	<u>96</u>	14.91%
3rd Grade	<u>66</u>	10.25%
4th Grade	<u>80</u>	12.42%
5th Grade	<u>86</u>	13.35%
6th Grade	<u>105</u>	16.30%

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

	Count	Percent
<b>Gender</b>		
Female	<a href="#">284</a>	44.10%
Male	<a href="#">360</a>	55.90%
<b>Ethnicity</b>		
Hispanic-Latino	<a href="#">383</a>	59.47%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	<a href="#">1</a>	0.16%
Black - African American	<a href="#">28</a>	4.35%
Native Hawaiian - Pacific Islander	<a href="#">2</a>	0.31%
White	<a href="#">219</a>	34.01%
Two-or-More	<a href="#">11</a>	1.71%

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

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<a href="#">13</a>	11.93%
Auditory impairment	0	0.00%
Visual impairment	<a href="#">2</a>	1.83%
Deaf-Blind	0	0.00%
Intellectual disability	<a href="#">6</a>	5.50%
Emotional disturbance	0	0.00%
Learning disability	<a href="#">22</a>	20.18%
Speech impairment	<a href="#">46</a>	42.20%
Autism	<a href="#">13</a>	11.93%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	<a href="#">7</a>	6.42%

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	<a href="#">184</a>	28.57%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	<a href="#">117</a>	18.17%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	<a href="#">44</a>	6.83%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	<a href="#">23</a>	3.57%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	<a href="#">1</a>	0.16%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	<a href="#">36</a>	5.59%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	<a href="#">109</a>	16.93%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	<a href="#">644</a>	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	<a href="#">24</a>	3.73%

### Instructional Settings

Speech Therapy code (00)	<a href="#">44</a>	40.37%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">15</a>	13.76%
Resource Room codes (41, 42)	<a href="#">29</a>	26.61%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	<a href="#">11</a>	10.09%
Full-Time Early Childhood code (45)	<a href="#">10</a>	9.17%
Nonpublic Day School code (60)	0	0.00%

**Economic Disadvantage**

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

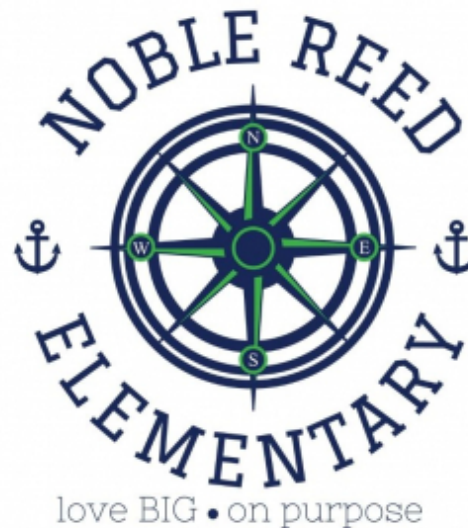
	Count	Percent
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Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>Economic Disadvantage Total</b> (Economic-Disadvantage-Code = 01,02,99)	<a href="#">402</a>	62.42%
Free Meals (Economic-Disadvantage-Code = 01)	<a href="#">349</a>	54.19%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	<a href="#">53</a>	8.23%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
<b>Homeless Statuses</b>		
<b>Homeless Status Total</b> (Homeless-Status-Code = 2,3,4,5)	<a href="#">3</a>	0.47%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	<a href="#">3</a>	0.47%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	0	0.00%

Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>At-Risk</b> (At-Risk-Indicator-Code = 1)	<a href="#">227</a>	35.25%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	<a href="#">2</a>	0.31%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
<b>Military Connected</b> (Military-Connected-Student-Code = 1,2,3,4,5,6)	<a href="#">21</a>	3.26%
Foster Care (Foster-Care-Indicator-Code = 1,2)	<a href="#">7</a>	1.09%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	<a href="#">32</a>	4.97%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	<a href="#">77</a>	11.96%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	0	0%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>Administrative Support</b> (Role ID Not Equal 087 AND Object Code = 6119)	0	%
<b>Teacher</b> (Role ID = 087 AND Object Code = 6119)	0	%
<b>Educational Aide</b> (Role ID = 033 AND Object Code = 6129)	0	%
<b>Auxiliary</b> (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%

**Crandall Independent School District**  
**Noble-Reed Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Noble Reed Elementary School will empower each student to discover their full potential by creating a culture anchored in truth and grace, encouraging academic achievement and personal growth, and by fostering a sense of self-awareness and belonging.

## Vision

To empower each student to positively impact the world.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

This is the year of growth! With our campus student population doubling, and our staff populations growing by 21, we are working to stay true to the foundational practices and beliefs we began in our first years. A commitment to best practices for instruction and learning is our top priority, as we address learning loss and the struggles of returning to "normalcy" post COVID. Our staff is comprised of many brand new, or even uncertified, teachers. Strong supports for professional growth must be implemented to maintain fidelity of curriculum implementation and campus instructional practice expectations. Reopening our campus to families provides us with a unique opportunity to form strong relationships and partnerships with the over 250 new families we are serving this year.

# Demographics

## Demographics Summary

As of 11.1.21

Total student population, 688 (White 21%, African American 25%, Hispanic 49%)

ESL Student Count, 183 (26.5%)

Free & Reduced Lunch 66.86%

Total Staff Population, 60 (White 77%, African American 8%, Hispanic 15%)

## Demographics Strengths

Our campus serves families who are very supportive and engaged with the learning of their student. A culture of inclusivity and acceptance has been created during our first year to promote a true partnership with our families and community. Prior to COVID restrictions, we average around 100 family members attending our Family Friday events, with even more participating in night events and programs. Our faculty includes 12 Spanish speaking members. All faculty are committed to campus success and personal growth.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Noble Reed has doubled in student population. Closed campus has restricted ability to form meaningful relationships with new families.

**Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 2:** Noble Reed is understaffed and many classroom teachers lack experience and/or training to support best instructional practice for every student. **Root**

**Cause:** Exceptional growth in student population, coupled with failure to add necessary staff positions while planning for the 21-22 school year.

**Problem Statement 3 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 4 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 5 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to lack of district protocol for RtI practices.

**Problem Statement 6:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Student Learning

## Student Learning Summary

Due to COVID during the spring of 2020, Noble Reed was unable to complete the instructional year to the extent we had hoped for, leaving some students with large gaps in learning (specifically with reading). Furthermore, a lack of End of Year data now exists that has caused challenges to individualization of instruction for the beginning of this school year. Additionally, our 6th grade students have had 2 prior years of interrupted or poor instruction causing foundational skill deficit leading to slow or no growth in both math and reading.,

To start our 20-21 school year, following COVID guidelines has led to more whole group, less engaging instructional opportunity in both virtual and face-to-face learning. The lack of instructional technology devices has led to inconsistent learning for students relying on devices to participate in virtual instruction as well as complete classwork. Teachers have struggled to collect necessary Beginning of Year data to best support student learning on an individual level due to the shift to complete online testing with inadequate access to devices.

## Student Learning Strengths

Our students are eager to learn. While the start to this year has been unconventional, they have made the best of the guidelines and are happy to be back at Noble Reed. Our teachers have been supportive when working with students and parents as we reestablish campus expectations and virtual learning procedures. Each week, we analyze the needs of our students and staff to create appropriate plans for both student and staff learning. We utilize a master schedule that allows for intense intervention for students, small group instruction and opportunities to extend learning. To the maximum extent appropriate, we follow a "co-teach" model for ESL services. We believe this has two positive results - student ability to remain in instructional environment with peers as well as the opportunity for classroom teachers to learn best practices from our ESL teachers when using SIOP strategies. To capitalize on our times with staff, we follow a 6 week plan for our PLCs that promote data analysis, instructional planning and professional growth. This has shown a direct impact on our first instruction and student learning.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to lack of district protocol for RtI practices.

**Problem Statement 2 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 3 (Prioritized):** Noble Reed has doubled in student population. Closed campus has restricted ability to form meaningful relationships with new families. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 4:** Virtual learning for COVID guidelines cannot be adequately implemented. **Root Cause:** Lack of access to technology (devices for student use).

**Problem Statement 5:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

**Problem Statement 6 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 7 (Prioritized):** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. **Root Cause:** Lack of quality training for teachers on new resources and TEKS.

# School Processes & Programs

## School Processes & Programs Summary

6 Week PLC Rotation (Instructional strategy, Unit Design, SEL, Academic & Support Data)

Daily Morning Meeting

6 Week SEL Plan (Campus lesson during Tett Tuesday, classroom lessons each 6 weeks, family lessons at each Family Friday, teacher focus during week 2 of PLC)

6 week Family Involvement Plan (Awards, Academic Nights, Family Fridays, Morning Meeting, Family 411)

Small Group instruction Cycle (Allow teachers opportunity for comfortable growth and goal setting, focuses on first instruction and effective teacher table instruction)

Reflective Planning (Separate from Unit design, this practice allows teachers a real-time opportunity for reflection and tweaking of instructional practices)

Extended Specials (Extension opportunities for students - Foreign Language, STEM, Art, Technology; additional collaborative planning time for teachers)

\*\*\*Student choice in elective (5th/6th grades)\*\*\*

\*\*\*Independent Study (3rd/4th grades)\*\*\*

## School Processes & Programs Strengths

Noble Reed has worked hard to modify our practices to meet the guidelines/restrictions of COVID. We conduct Morning Meeting, Awards and Family Friday virtually. We have adapted our campus procedures regarding PLCs, Professional Development and lesson planning to better align with new district expectations.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2 (Prioritized):** Noble Reed has doubled in student population. Closed campus has restricted ability to form meaningful relationships with new families. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 4 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to lack of district protocol for RtI practices.

**Problem Statement 5 (Prioritized):** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. **Root Cause:** Lack of quality training for teachers on new resources and TEKS.

**Problem Statement 6:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Perceptions

## Perceptions Summary

Our goal is to welcome each person who walks through our doors. The foundational components of truth and grace have allowed us the chance to establish strong relationships using honesty and compassion for our crew. This applies to students, staff, families and any visitor who enters. We believe in supporting the "whole child" through a strong and consistent SEL program. We believe that our first instruction is our best instruction, meaning that attention to our own instructional practices and their impact on student learning is of utmost importance. This year, our major focus is to love BIG, on purpose. We choose each to show Bold, Intention and Graceful love to ourselves and others.

## Perceptions Strengths

Our goal is to welcome each person who walks through our doors. The foundational components of truth and grace have allowed us the chance to establish strong relationships using honesty and compassion for our crew. This applies to students, staff, families and any visitor who enters. We believe in supporting the "whole child" through a strong and consistent SEL program. We believe that our first instruction is our best instruction, meaning that attention to our own instructional practices and their impact on student learning is of utmost importance. This year, our major focus is to love BIG, on purpose. We choose each to show Bold, Intention and Graceful love to ourselves and others.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2 (Prioritized):** Noble Reed has doubled in student population. Closed campus has restricted ability to form meaningful relationships with new families. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Priority Problem Statements

**Problem Statement 1:** Students haven't had consistent educational opportunities and school experiences due to district growth.

**Root Cause 1:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Noble Reed has doubled in student population. Closed campus has restricted ability to form meaningful relationships with new families.

**Root Cause 2:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** EL students have learning gaps in reading and math.

**Root Cause 3:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** RtI procedures do not adequately provide implementation and progress monitoring for students in need.

**Root Cause 4:** The RtI process/procedure hasn't been implemented with fidelity due to lack of district protocol for RtI practices.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS.

**Root Cause 5:** Lack of quality training for teachers on new resources and TEKS.





**Problem Statement 5 Areas:** Student Learning - School Processes & Programs

# Goals

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

**Performance Objective 1:** All staff at Noble Reed will be provided ongoing leadership development training and opportunities throughout the school year.

**Evaluation Data Sources:** PD events (sign in sheets, agendas, artifacts)  
Leadership opportunities (sign in sheets, agendas, artifacts)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize mentor teachers for first year teachers. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will lead beginning of the year professional development. <b>Strategy's Expected Result/Impact:</b> Number of Teacher Leaders will increase <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate and lead after school professional development. <b>Strategy's Expected Result/Impact:</b> Teacher ownership of professional development <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 2:** Noble Reed will prioritize creating and sustaining first instruction as the most important instruction for all students.

**HB3 Goal**

**Evaluation Data Sources:** MAP, BAS, TPRI, local & state assessment, attendance trends

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A Master Schedule will be implemented to ensure the following supports are provided to the fullest extent: Extended Specials, Intervention Services, ESL Co-Teach Model, Independent Study &amp; Elective Choice</p> <p><b>Strategy's Expected Result/Impact:</b> Adequate instructional time, specialized student support inside classroom setting, student choice in learning</p> <p><b>Staff Responsible for Monitoring:</b> Amount of uninterrupted instructional time, Testing Data, Campus Walks, Staff &amp; Family Surveys</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading and Math instruction will be provided in small group setting for all grade levels. (mini lesson, teacher table, station activities)</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional student support opportunities to best meet individual needs. Frequent opportunity for lesson extension, enrichment or intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Reflective Planning Testing Data Campus Walks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Noble Reed Instructional Playbook will be implemented to guide lesson plan development, campus procedures and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Well developed lessons that support first instruction as best instruction. Continual teacher growth in lesson development. Sound instructional practice.</p> <p><b>Staff Responsible for Monitoring:</b> Extended Planning Time Reflective Planning Campus Walks TTESS Goals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> NR teachers will participate in week Reflective Planning Practices to monitor and adjust first instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Well developed lessons that support first instruction as best instruction. Continual teacher growth in lesson development. Sound instructional practice based on results of reflections and student achievement. Achieved TTESS goals.</p> <p><b>Staff Responsible for Monitoring:</b> Reflective Planning TTESS Goals Campus Walks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Noble Reed will implement district curriculum and resources with fidelity in all subject areas and grade levels.

**HB3 Goal**





**Evaluation Data Sources:** Campus Walks

Lesson Plans

TTESS

Testing Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fountas &amp; Pinnell resources will be implemented in each grade level to support guided reading.</p> <p><b>Strategy's Expected Result/Impact:</b> student gaps in reading level will close, small group instruction will allow for teacher/student conferencing</p> <p><b>Staff Responsible for Monitoring:</b> campus walks walkthroughs reflective planning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Extended Specials each week will provide students with 30 minutes for additional learning opportunities (SEL curriculum, library curriculum, STEM and Fine Art activities).</p> <p><b>Strategy's Expected Result/Impact:</b> SEL curriculum implemented with fidelity</p> <p>Student participation and ownership of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Reflective Planning Campus Walks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3rd through 6th grade students will participate in Independent Study Choice inside of the instructional day which provides topic choice for students with a data driven skill focus for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing gaps in student learning Provide extension opportunities for GT students</p> <p><b>Staff Responsible for Monitoring:</b> MAP, BAS, Test results and growth Project Completion &amp; Presentation Reflective Planning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 5th and 6th grade students will have elective choice (PE or Pre Athletics, Art &amp; Music options)</p> <p><b>Strategy's Expected Result/Impact:</b> Student choice in learning Increased participation in "specials" Introduction to secondary-type electives</p> <p><b>Staff Responsible for Monitoring:</b> Campus Walks Walkthroughs Course Selection Surveys Student Survey (EOY)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> MAP, BAS, TPRI, TX-KEA and Education Galaxy will be used as intervention, assessment and monitoring tools throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized intervention opportunities for all students in math, reading &amp; science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Testing Coordinator, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> MAP, BAS, TPRI and other state/district assessments and screeners will be used to monitor growth of students in all tested areas.</p> <p><b>Strategy's Expected Result/Impact:</b> On-going monitoring of student growth and need throughout the school year. Individualized instruction based on need and strength.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Campus Testing Coordinator, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** Noble Reed will provide consistent and sustainable opportunities for learning and growth to all staff members throughout the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers participate in weekly, structured PLC meetings. (Campus Walks, Data digs, SEL Lessons, Discipline/Attendance, Instructional Practice)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus "norm" of focus on campus trends/needs.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Campus Walk Data SEL implementation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in monthly Faculty meetings. (Campus initiatives, Testing Training, Procedures, Events)</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainable campus procedures that impact day-to-day operations and create "norms" for campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Campus Walk Data</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Noble Reed will utilize the TTESS process to create, monitor and evaluate teacher personal goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing teacher growth, goal mastery</p> <p><b>Staff Responsible for Monitoring:</b> TTESS Goal Setting TTESS Mid-Year Goal Review TTESS Summative Walkthroughs PLCs Reflective Planning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Noble Reed will utilize teacher skill sets to establish a Vision Board focused on the growth and development of all campus staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Create on-going, sustainable PD support systems within staff. Opportunity for rotation membership in program based on accomplishment/growth in personal TTESS Goals. Campus culture owned and led by teachers to ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Ongoing review of program priorities and practice. Created purpose and expectation for program participants by EOY. Measured teacher growth.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 5:** Noble Reed will utilize SEL curriculum to meet the needs of the whole child and ensure academic success.

**HB3 Goal**

**Evaluation Data Sources:** decrease in counselor interventions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SEL curriculum is based on CNA data as well as student/teacher survey.  <b>Strategy's Expected Result/Impact:</b> Intentional SEL supports and strategies designed for year-long implementation  <b>Staff Responsible for Monitoring:</b> Survey Results                      Reflective Planning                      YAG of SEL curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SEL curriculum is embedded into the instructional day (Morning Meeting, Extended Specials, Lunch Bunch &amp; Individual).  <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth.  <b>Staff Responsible for Monitoring:</b> YAG of SEL curriculum                      Reflective Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> SEL curriculum is purposefully aligned to support Campus, Teachers, Students and Parents in social and emotional growth.  <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth.  <b>Staff Responsible for Monitoring:</b> Lesson Cycles                      Counselor Data                      Parent Participation  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4: 6 Week SEL Plan</b> Weekly: Campus Wide SEL mini lessons Weeks 1 & 2: Grade Level SEL lessons w/ strategies; PLC lesson with teachers to support strategy implementation in the classroom; Family Friday lesson for parents to support strategy implementation at home Weeks 3 - 5: Classroom Lessons and Individual sessions to support SEL focus Week 6: Data Collection <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> YAG for SEL curriculum Counselor Data Parent Participation <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 6:** Special Program implementation will be designed to best support first instruction and learning for all students.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Appropriate supports for Sped/504 students based on individual need and data  <b>Strategy's Expected Result/Impact:</b> Individualized supports for each student.                      Emphasis on LRE at all times.  <b>Staff Responsible for Monitoring:</b> Accommodation Data Review                      RtI Review  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Streamlined MTSS procedures  <b>Strategy's Expected Result/Impact:</b> Efficient Intervention implementation, monitoring and review.  <b>Staff Responsible for Monitoring:</b> Paperwork completion and effectiveness.                      Consistency of MTSS meeting schedule and fidelity.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Appropriate supports for ESL students, including push in model, based on need and data.  <b>Strategy's Expected Result/Impact:</b> Academic Growth                      Foundational Skill Support                      Instructional Practice Growth  <b>Staff Responsible for Monitoring:</b> TELPAS                      ESL schedule of services                      BAS/MAP  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Intervention schedule created to meet needs of more students. <b>Staff Responsible for Monitoring:</b> LLI Schedule of Services LLI participation/completion reports Dyslexia Schedule of Services Dyslexia Program participation/completion reports Grade Level/Teacher intervention schedule and lessons MAP/BAS/Test Scores <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> LLI monitoring to ensure appropriate progress and/or completion of program . <b>Strategy's Expected Result/Impact:</b> Program implementation that supports student completion of program and allows for increased student participation. <b>Staff Responsible for Monitoring:</b> Schedule of Services Participation/Completion Reports BAS/MAP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> GT services provided during instructional day to extend and support core curriculum. <b>Strategy's Expected Result/Impact:</b> Individualized attention and growth <b>Staff Responsible for Monitoring:</b> Differentiation of Lesson 3/4 Independent Study Projects and Data <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Use of dyslexia staff to implement dyslexia program and provide instructional support for teachers. <b>Strategy's Expected Result/Impact:</b> Students will begin coping with their dyslexia and functioning better in their classrooms. <b>Staff Responsible for Monitoring:</b> Dyslexia monitoring staff, general education teachers, and administration staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

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

**Performance Objective 7:** Explicit and systematic instruction in foundational reading skills will be provided for our K-2 learners.

**HB3 Goal**

**Evaluation Data Sources:** MAP, TPRI, TX-KEA, BAS, running records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kinder, First, ESL and SpEd Teachers will implement Reading Academy instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger foundational reading skills for K-2 students, leading to more success in grades 3-6 on state and district assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 8:** Teachers will participate and/or lead Take Away Tuesday PD opportunities focused on Instruction and Procedures.





**Evaluation Data Sources:** Systematic procedures evident throughout campus that protect the learning environment.  
Best practices for small group instruction.

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

**Performance Objective 1:** All Noble Reed teachers will be ESL certified by the end of the 2020-2021 school year.

**HB3 Goal**

**Evaluation Data Sources:** SBEC certification reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in district provided and funded ESL academy in order to prepare and pass the ESL certification exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic success of EL students will increase due to impact of ESL strategies implemented in teacher instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I, CFO, Director of BE</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Noble Reed teachers will receive continued support through training using Proficiency Level Descriptor folders each grading period.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers receive push in support in their classrooms from the campus ESL teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Noble Reed teachers participating in an alternative certification program, will be provided continuous support throughout the completion of their program

**HB3 Goal**

**Evaluation Data Sources:** Alternative Certification Evaluations, Walkthroughs, T-Tess





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Personal Growth (mentor teachers, campus walks, PLC's, goal setting) <b>Strategy's Expected Result/Impact:</b> Retention of teachers <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitoring ( walkthroughs, evaluation, goal setting conferences) <b>Strategy's Expected Result/Impact:</b> Improved performance of TTESS observations <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Noble Reed will foster a sense of self awareness & belonging.

**HB3 Goal**





**Evaluation Data Sources:** Teacher participation, attendance rate, overall campus professional demeanor, teacher retention rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued focus on truth and grace</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> TTESS Goals Campus Walks Reflective Planning Extended Planning Teacher Survey</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Opportunities team building (lunch bunch, social hour, retreat, jingle jam, family meals, staff Facebook page, Sunshine Committee, kindness cart)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Retention Rate Teacher Survey</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 1:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning during the 2019-2020 school year.

**Evaluation Data Sources:** Counselor interventions decrease

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus procedures (morning and afternoon dismissal, cafeteria, safe-keepers pledge, time out signal)</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainable campus procedures that impact day-to-day operations and create "norms" for campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Proactive Practices (conflict resolution, social contracts, morning meeting, SEL lessons, restorative circles, greeting at the door, bounce back bases, lunch bunch, Be Noble Award, Red Ribbon Week)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Facility &amp; Operations (Drills; evacuate, shelter in place, lock down, maintenance walks, safety procedures; locked doors, key card entries, name badge, require visitor check in)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 2:** Noble Reed will implement morning meeting to support campus procedures and culture.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teach campus procedures ( time out, movement in building, safe keepers pledge)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> All stakeholders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Influence campus culture (Tett Tuesday, class chants, Be Noble Award, movement Thursday, tell me something good, birthdays)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Campus will implement and follow COVID-19 protocols.





**Evaluation Data Sources:** Walkthroughs and Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Faculty, staff, and students will practice hand washing and physical distancing on all areas on the campus. <b>Strategy's Expected Result/Impact:</b> 100% compliance to provide a safe environment. <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 1:** Parents, families and community will become active participants in student learning and campus initiatives.

**Evaluation Data Sources:** Virtual participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will take an active role in Student Learning (Family Fridays, CIP Committee, Clubs, morning meeting)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement; stronger levels of academic support in the home; adequate resources provided to families for use at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, AP, IC, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaborate with stakeholders to best utilize resources and communication (Family 411, campus Facebook page, backpack program, Clothes Closet)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent comfort and capability to support student learning. Increased parent comfort/fluency with campus initiatives and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, AP, IC, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Families will influence campus culture (PTO, Volunteer programs)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased male presence and impact on campus.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** State Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum during the 2019-2020 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Study Island <b>Strategy's Expected Result/Impact:</b> Decreased gap in student learning. Growth in MAP and STAAR scores. Individualized intervention opportunity <b>Staff Responsible for Monitoring:</b> Campus Administration Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Fountas & Pinnell Guided Reading resources for 4th and 6th grades. <b>Strategy's Expected Result/Impact:</b> Decreased gap in reading levels for upper grade students. Increased opportunity for small group instruction. Implementation of reading program with fidelity. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Canva Pro for communication <b>Strategy's Expected Result/Impact:</b> Streamlined communication tool that helps to create visual graphics easy to understand for staff and families. <b>Staff Responsible for Monitoring:</b> Participation Teacher/Parent Survey <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Federal Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum during the 2019-2020 school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Watch Dog program will bring a positive impact of male figures at Noble Reed.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Parent/Student Survey</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fountas and Pinnell will be utilized to help support guided reading in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased gap in reading levels for upper grade students. Increased opportunity for small group instruction. Implementation of reading program with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> BAS/MAP/Test Scores</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for parents to participate in the learning of their student (Family Friday, Morning Meeting)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Parent/Student/Staff Survey</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Plan transition activities for incoming students as well as students transitioning to middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


**Staff Responsible for Monitoring:** Participation

Parent/Student/Staff Survey

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

**Performance Objective 3:** Campus funds will be used to support campus initiatives, student success and teacher growth.

**HB3 Goal**

**Evaluation Data Sources:** Administrative review of purchases

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lead4Ward strategies and practices will be used to support student achievement AND professional teacher growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> BAS MAP Test/STAAR Scores Reflective Planning Campus Walks Walkthroughs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement student clubs into the campus to encourage student choice of learning as well as positive ownership of campus culture and practices. ( News Crew, Kindness Counts, Master Builders, Culinary Kids, Art, Garden Growers, Language Lovers, Color My World)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Student/Staff/Parent Survey Campus initiative impact on culture</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide 1-to-1 technology opportunity to ALL students to support distance and flipped learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student learning both on campus and at home by utilizing technology and online learning platforms such as Google Classroom.</p> <p><b>Staff Responsible for Monitoring:</b> purchases student usage reports teacher usage reports</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teacher Professional Growth - opportunities to attend conferences, provide real time learning for staff, etc (Lead4Ward Conference, 'the Masters' teacher program, Skyward Conference, ASCD)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.</p> <p><b>Staff Responsible for Monitoring:</b> Participation Reflective Plans Surveys</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Addendums

**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
NOBLE REED (129901106) - CRANDALL ISD**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	36
College, Career and Military Readiness	N/A
Graduation Rate	N/A
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 72.0%)	36
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	6%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	11%
School Quality Status	N/A
<b>% Participation (All Tests)</b>	
2018-19	N/A
2020-21	97%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
NOBLE REED (129901106) - CRANDALL ISD**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	177	177	40	48		442	
Approaches GL or Above	120	124	16	22		282	64%
Meets GL or Above	65	56	7	7		135	31%
Masters GL	32	24	3	3		62	14%
Total Percentage Points							109%
<b>Component Score</b>							<b>36</b>

**Texas Education Agency  
2021 STAAR Performance  
NOBLE REED (129901106) - CRANDALL ISD**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
<b>All Subjects</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	64%	53%	60%	77%	*	-	-	-	56%	51%	52%	40%	88%	67%	62%	
At Meets GL Standard or Above	31%	21%	24%	47%	*	-	-	-	26%	20%	21%	21%	25%	32%	30%	
At Masters GL Standard	14%	8%	11%	23%	*	-	-	-	11%	10%	10%	9%	0%	14%	14%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	282	**	135	99	*	-	-	-	174	65	69	21	7	116	166	
At Meets GL Standard or Above	135	**	54	60	*	-	-	-	80	25	28	11	2	55	80	
At Masters GL Standard	62	**	24	30	*	-	-	-	33	13	13	5	0	24	38	
Total Tests	442	**	226	128	*	-	-	-	309	128	132	53	8	174	268	
<b>Participation</b>																
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% participation 2020-21	97%	94%	99%	99%	*	-	-	25%	98%	99%	99%	98%	100%	97%	96%	
<b>ELA/Reading</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	68%	59%	64%	80%	*	-	-	-	62%	54%	56%	26%	*	73%	64%	
At Meets GL Standard or Above	37%	21%	32%	55%	*	-	-	-	35%	24%	27%	22%	*	40%	35%	
At Masters GL Standard	18%	12%	15%	27%	*	-	-	-	15%	14%	13%	4%	*	17%	19%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	120	**	58	41	*	-	-	-	77	27	29	6	*	51	69	
At Meets GL Standard or Above	65	**	29	28	*	-	-	-	43	12	14	5	*	28	37	
At Masters GL Standard	32	**	14	14	*	-	-	-	19	7	7	1	*	12	20	
Total Tests	177	**	91	51	*	-	-	-	124	50	52	23	*	70	107	
<b>Participation</b>																
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% participation 2020-21	97%	95%	100%	98%	*	-	-	*	99%	100%	100%	100%	100%	98%	96%	
<b>Mathematics</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	70%	56%	69%	80%	*	-	-	-	64%	64%	65%	52%	*	73%	68%	
At Meets GL Standard or Above	32%	21%	25%	49%	*	-	-	-	25%	20%	21%	17%	*	34%	30%	
At Masters GL Standard	14%	3%	11%	24%	*	-	-	-	9%	10%	10%	13%	*	17%	11%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	124	**	63	41	*	-	-	-	79	32	34	12	*	51	73	
At Meets GL Standard or Above	56	**	23	25	*	-	-	-	31	10	11	4	*	24	32	
At Masters GL Standard	24	**	10	12	*	-	-	-	11	5	5	3	*	12	12	

**Texas Education Agency  
2021 STAAR Performance  
NOBLE REED (129901106) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	177	**	91	51	*	-	-	-	124	50	52	23	*	70	107
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	97%	93%	99%	100%	*	-	-	*	97%	98%	98%	97%	100%	98%	96%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	40%	44%	26%	75%	-	-	-	-	24%	13%	13%	*	*	26%	52%
At Meets GL Standard or Above	18%	33%	4%	38%	-	-	-	-	14%	7%	7%	*	*	5%	29%
At Masters GL Standard	8%	11%	0%	25%	-	-	-	-	3%	0%	0%	*	*	0%	14%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	16	4	6	6	-	-	-	-	7	2	2	*	*	5	11
At Meets GL Standard or Above	7	3	1	3	-	-	-	-	4	1	1	*	*	1	6
At Masters GL Standard	3	1	0	2	-	-	-	-	1	0	0	*	*	0	3
Total Tests	40	9	23	8	-	-	-	-	29	15	15	*	*	19	21
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	96%	92%	96%	100%	-	-	-	*	97%	100%	100%	*	*	96%	96%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	46%	25%	38%	61%	*	-	-	-	34%	31%	31%	*	*	60%	39%
At Meets GL Standard or Above	15%	13%	5%	22%	*	-	-	-	6%	15%	15%	*	*	13%	15%
At Masters GL Standard	6%	13%	0%	11%	*	-	-	-	6%	8%	8%	*	*	0%	9%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	22	**	8	11	*	-	-	-	11	4	4	*	*	9	13
At Meets GL Standard or Above	7	**	1	4	*	-	-	-	2	2	2	*	*	2	5
At Masters GL Standard	3	**	0	2	*	-	-	-	2	1	1	*	*	0	3
Total Tests	48	**	21	18	*	-	-	-	32	13	13	*	*	15	33
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	96%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	*	91%	98%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Number of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Texas Education Agency  
2021 STAAR Performance  
NOBLE REED (129901106) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Texas Education Agency  
2021 Relative Performance  
NOBLE REED (129901106) - CRANDALL ISD**

<b>% Economically Disadvantaged</b>	<b>STAAR Performance</b>
72.0	36

**Texas Education Agency  
2021 Closing the Gaps  
NOBLE REED (129901106) - CRANDALL ISD**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	No	No	No	No					Yes	No			No	No		
% at Meets GL Standard or Above	37%	21%	32%	55%	*	-	-	-	35%	27%	22%	*	40%	35%		
# at Meets GL Standard or Above	65	**	29	28	*	-	-	-	43	14	5	*	28	37		
Total Tests	177	**	91	51	*	-	-	-	124	52	23	*	70	107		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No	No	No	No					No	No			No	No		
% at Meets GL Standard or Above	32%	21%	25%	49%	*	-	-	-	25%	21%	17%	*	34%	30%		
# at Meets GL Standard or Above	56	**	23	25	*	-	-	-	31	11	4	*	24	32		
Total Tests	177	**	91	51	*	-	-	-	124	52	23	*	70	107		
<b>Total Indicators</b>															1	16
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										32						
TELPAS Total										72						
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No	No	No	No					No	No	Yes		No	No		
STAAR Component Score	36	27	32	49	*	-	-	-	31	28	23	38	38	35		
% at Approaches GL Standard or Above	64%	53%	60%	77%	*	-	-	-	56%	52%	40%	88%	67%	62%		
% at Meets GL Standard or Above	31%	21%	24%	47%	*	-	-	-	26%	21%	21%	25%	32%	30%		

**Texas Education Agency  
2021 Closing the Gaps  
NOBLE REED (129901106) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	14%	8%	11%	23%	*	-	-	-	11%	10%	9%	0%	14%	14%		
Total Tests	442	**	226	128	*	-	-	-	309	132	53	8	174	268		
<b>Total Indicators</b>															<b>1</b>	<b>9</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Participants	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Mathematics</b>																
% Participation	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Participants	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	97%	95%	100%	98%	*	-	-	*	99%	100%	100%	100%	98%	96%		
# Participants	226	52	112	60	*	-	-	*	156	63	28	5	93	133		
Total Tests	233	55	112	61	*	-	-	*	158	63	28	5	95	138		
<b>Mathematics</b>																
% Participation	97%	93%	99%	100%	*	-	-	*	97%	98%	97%	100%	98%	96%		
# Participants	226	52	111	61	*	-	-	*	155	62	28	5	93	133		
Total Tests	234	56	112	61	*	-	-	*	159	63	29	5	95	139		

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
NRES				80	43	18
4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
NRES				54	23	10
5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
NRES				80	34	13
4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
NRES				50	29	19
5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22

4th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
NRES				37	15	7
5th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	#N/A
<b>Campus Number</b>	129901106

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	#N/A	#N/A		36

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	#N/A	#N/A		
Relative Performance (STAAR Performance and CCMR)	#N/A	#N/A		36
Relative Performance (% EcoDis)	#N/A	#N/A		72.0%

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

## 2021 English Language Proficiency Status

<b>Campus Name</b>	<b>Noble Reed Elementary</b>
<b>9-Digit Campus Number</b>	<b>129901106</b>

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	32
# Students TELPAS & TELPAS Alt	72
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	44%

TELPAS Summary	# TELPAS Progress / # TELPAS =	31	71	44%
# of Students who scored Advanced High in 2021	11	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <b>IMPROVED 2 LEVELS</b> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	1	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	1	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <b>IMPROVED 1 LEVEL</b> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	19	<i>Prior Year Used for Comparison</i>		
		2020	7	
		2019	12	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <b>DID NOT IMPROVE</b> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	40	<i>Prior Year Used for Comparison</i>		
		2020	19	
		2019	21	

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating <b>IMPROVED 3 LEVELS</b>	0
	# whose Composite TELPAS Rating <b>IMPROVED 2 LEVELS</b>	1
	# whose Composite TELPAS Rating <b>IMPROVED 1 LEVEL</b>	2
	# whose Composite TELPAS Rating <b>DID NOT IMPROVE</b>	6
	Total # Scoring Advanced High in 2021 with a prior year Score	9

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

# 2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **NOBLE REED**

Campus Number: **129901106**

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

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District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 254  
Grade Span: PK - 06  
School Type: Elementary

**There is no data for this campus.**

District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

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

Total Students: 254  
Grade Span: PK - 06  
School Type: Elementary

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

**There is no data for this campus.**

District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

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

Total Students: 254  
Grade Span: PK - 06  
School Type: Elementary

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

**There is no data for this campus.**

District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**  
Bilingual Education/English as a Second Language  
Please note that due to the cancellation of spring 2020 State of Texas  
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
the Performance section of this year's report is not updated.

Total Students: 254  
Grade Span: PK - 06  
(Current EL Students)

**There is no data for this campus.**

**There is no data for this campus.**

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

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

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

District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

Total Students: 254  
Grade Span: PK - 06  
School Type: Elementary

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

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

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	254	100.0%	4,573	5,479,173	255	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	1	0.4%	0.5%	0.5%
Pre-Kindergarten	18	7.1%	3.7%	4.5%	18	7.1%	3.6%	4.5%
Kindergarten	34	13.4%	7.0%	7.0%	34	13.3%	7.0%	7.0%
Grade 1	39	15.4%	7.0%	7.1%	39	15.3%	7.0%	7.1%
Grade 2	28	11.0%	7.4%	7.1%	28	11.0%	7.4%	7.1%
Grade 3	32	12.6%	7.0%	7.1%	32	12.5%	6.9%	7.1%
Grade 4	30	11.8%	7.8%	7.3%	30	11.8%	7.8%	7.3%
Grade 5	29	11.4%	7.4%	7.6%	29	11.4%	7.4%	7.6%
Grade 6	44	17.3%	8.0%	7.7%	44	17.3%	8.0%	7.7%
Grade 7	0	0.0%	7.5%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	8.2%	7.5%	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	6.6%	6.9%	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.1%	6.4%	0	0.0%	6.3%	6.4%
Ethnic Distribution:								
African American	25	9.8%	18.7%	12.6%	25	9.8%	18.7%	12.6%
Hispanic	122	48.0%	31.9%	52.8%	122	47.8%	31.8%	52.8%
White	103	40.6%	45.7%	27.0%	104	40.8%	45.8%	27.0%
American Indian	3	1.2%	0.4%	0.4%	3	1.2%	0.4%	0.4%
Asian	1	0.4%	0.5%	4.6%	1	0.4%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	2.7%	2.5%	0	0.0%	2.7%	2.5%
Sex:								
Female	124	48.8%	47.7%	48.8%	124	48.6%	47.7%	48.8%
Male	130	51.2%	52.3%	51.2%	131	51.4%	52.3%	51.2%
Economically Disadvantaged	183	72.0%	52.8%	60.3%	183	71.8%	52.7%	60.2%
Non-Educationally Disadvantaged	71	28.0%	47.2%	39.7%	72	28.2%	47.3%	39.8%
Section 504 Students	14	5.5%	8.2%	6.9%	14	5.5%	8.2%	6.9%
English Learners (EL)	72	28.3%	13.5%	20.3%	72	28.2%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	6	2.4%	4.8%	4.1%	6	2.4%	4.8%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	0	0.0%	0.5%	2.3%	0	0.0%	0.5%	2.3%
Migrant	1	0.4%	0.1%	0.3%	1	0.4%	0.1%	0.3%
Title I	254	100.0%	43.2%	65.1%	255	100.0%	43.2%	65.1%
Military Connected	4	1.6%	2.2%	1.9%	4	1.6%	2.2%	1.9%
At-Risk	135	53.1%	42.6%	50.6%	135	52.9%	42.6%	50.5%

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	71	28.0%	13.1%	20.6%	71	27.8%	13.1%	20.6%
Career & Technical Education	0	0.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	-	70.4%	50.8%
Gifted & Talented Education	14	5.5%	5.6%	8.1%	14	5.5%	5.6%	8.1%
Special Education	26	10.2%	11.7%	10.5%	27	10.6%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	26							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	50.0%	45.3%	42.4%				
Students with Physical Disabilities	7	26.9%	21.8%	21.4%				
Students with Autism	*	*	10.8%	13.8%				
Students with Behavioral Disabilities	*	*	20.7%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	12.4%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	17.1	19.0
Grade 1	20.5	22.3	18.9
Grade 2	13.5	19.0	18.8
Grade 3	16.0	20.2	19.0
Grade 4	15.0	19.8	19.2
Grade 5	14.6	21.4	20.9
Grade 6	21.0	20.6	20.4
Secondary:			
English/Language Arts	-	16.1	16.4

District Name: CRANDALL ISD  
Campus Name: NOBLE REED  
Campus Number: 129901106

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

Total Students: 254  
Grade Span: PK - 06  
School Type: Elementary

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Foreign Languages	-	19.1	18.7
Mathematics	-	17.2	17.8
Science	-	18.6	18.8
Social Studies	-	17.9	19.3

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	36.3	100.0%	100.0%	100.0%
Professional Staff:	29.5	81.1%	67.0%	63.7%
Teachers	21.3	58.6%	51.4%	49.4%
Professional Support	5.2	14.2%	9.9%	10.2%
Campus Administration (School Leadership)	3.0	8.3%	4.0%	3.0%
Educational Aides:	6.9	18.9%	12.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	5.0	4,373.0
Part-time	1.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	7.9	21.6%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	9.4%	7.8%	10.8%
Hispanic	1.0	4.7%	5.2%	28.1%
White	18.3	85.9%	84.7%	57.7%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	9.4%	20.0%	23.8%
Females	19.3	90.6%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	16.3	76.5%	74.9%	73.4%
Masters	5.0	23.5%	23.5%	24.5%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	9.4%	6.5%	7.4%
1-5 Years Experience	8.0	37.6%	35.8%	27.9%
6-10 Years Experience	4.0	18.8%	21.9%	19.4%
11-20 Years Experience	5.3	24.8%	24.4%	29.4%
Over 20 Years Experience	2.0	9.4%	11.4%	15.9%
Number of Students per Teacher	11.9	n/a	14.9	15.1

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	6.3	6.2
Average Years Experience of Principals with District	1.0	6.3	5.3
Average Years Experience of Assistant Principals	1.0	3.9	5.3
Average Years Experience of Assistant Principals with District	1.0	2.8	4.7
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	9.1	9.6	11.1
Average Years Experience of Teachers with District:	1.0	4.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$50,010	\$50,517	\$49,868
1-5 Years Experience	\$51,606	\$52,048	\$52,823
6-10 Years Experience	\$53,057	\$53,628	\$55,756
11-20 Years Experience	\$54,877	\$56,639	\$59,308
Over 20 Years Experience	\$61,933	\$65,861	\$65,449
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$53,511	\$54,993	\$57,091
Professional Support	\$65,244	\$65,280	\$67,352
Campus Administration (School Leadership)	\$72,867	\$73,974	\$82,512
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CRANDALL ISD  
 Campus Name: NOBLE REED  
 Campus Number: 129901106

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

Total Students: 254  
 Grade Span: PK - 06  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	7.0%	3.8%	6.5%
Career & Technical Education	0.0	0.0%	6.2%	5.0%
Compensatory Education	0.5	2.3%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	17.3	81.2%	70.9%	70.9%
Special Education	2.0	9.4%	13.0%	9.3%
Other	0.0	0.0%	2.4%	3.6%

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

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

129901 : Crandall ISD

## Campus : Noble Reed

P O Box 128  
 Crandall, TX 75114-0128  
 (972) 427-6000 ext:5820 Phone  
 (972) 427-6087 Fax

### District Information

Offers the ASVAB test

### Programs of Study

(014) - Culinary Arts

### Gifted and Talented Programs

(01) - Pull-out

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

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

	Count	Percent
<b>Student Total</b>	<b><u>682</u></b>	<b>100%</b>
Early Education Grade	<u>2</u>	0.29%
Pre-Kindergarten Grade	<u>40</u>	5.87%
Kindergarten Grade	<u>94</u>	13.78%
1st Grade	<u>101</u>	14.81%
2nd Grade	<u>83</u>	12.17%
3rd Grade	<u>106</u>	15.54%
4th Grade	<u>83</u>	12.17%
5th Grade	<u>81</u>	11.88%
6th Grade	<u>92</u>	13.49%

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

	Count	Percent
<b>Gender</b>		
Female	<a href="#">354</a>	51.91%
Male	<a href="#">328</a>	48.09%
<b>Ethnicity</b>		
Hispanic-Latino	<a href="#">333</a>	48.83%
<b>Race</b>		
American Indian - Alaskan Native	<a href="#">1</a>	0.15%
Asian	<a href="#">5</a>	0.73%
Black - African American	<a href="#">169</a>	24.78%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">147</a>	21.55%
Two-or-More	<a href="#">27</a>	3.96%

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

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<a href="#">8</a>	10.53%
Auditory impairment	0	0.00%
Visual impairment	<a href="#">3</a>	3.95%
Deaf-Blind	0	0.00%
Intellectual disability	<a href="#">2</a>	2.63%
Emotional disturbance	<a href="#">1</a>	1.32%
Learning disability	<a href="#">14</a>	18.42%
Speech impairment	<a href="#">30</a>	39.47%
Autism	<a href="#">18</a>	23.68%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	<a href="#">114</a>	16.72%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	<a href="#">25</a>	3.67%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	<a href="#">85</a>	12.46%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	<a href="#">21</a>	3.08%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	<a href="#">1</a>	0.15%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	<a href="#">41</a>	6.01%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	<a href="#">76</a>	11.14%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	<a href="#">682</a>	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	<a href="#">17</a>	2.49%

### Instructional Settings

Speech Therapy code (00)	<a href="#">28</a>	36.84%
Homebound code (01)	<a href="#">1</a>	1.32%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">15</a>	19.74%
Resource Room codes (41, 42)	<a href="#">14</a>	18.42%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	<a href="#">17</a>	22.37%
Full-Time Early Childhood code (45)	<a href="#">1</a>	1.32%
Nonpublic Day School code (60)	0	0.00%

**Economic Disadvantage**

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

	Count	Percent
--	-------	---------

<b>Student by Program</b> (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>Economic Disadvantage Total</b> (Economic-Disadvantage-Code = 01,02,99)	<a href="#">407</a>	59.68%
<b>Free Meals</b> (Economic-Disadvantage-Code = 01)	<a href="#">351</a>	51.47%
<b>Reduced-Price Meals</b> (Economic-Disadvantage-Code = 02)	<a href="#">56</a>	8.21%
<b>Other Economic Disadvantage</b> (Economic-Disadvantage-Code = 99)	0	0.00%
<b>Homeless Statuses</b>		
<b>Homeless Status Total</b> (Homeless-Status-Code = 2,3,4,5)	<a href="#">1</a>	0.15%
<b>Shelter</b> (Homeless-Status-Code = 5)	0	0.00%
<b>Doubled Up</b> (Homeless-Status-Code = 2)	<a href="#">1</a>	0.15%
<b>Unsheltered</b> (Homeless-Status-Code = 3)	0	0.00%
<b>Hotel/Motel</b> (Homeless-Status-Code = 4)	0	0.00%

<b>Other Student Information</b> (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>At-Risk</b> (At-Risk-Indicator-Code = 1)	<a href="#">164</a>	24.05%
<b>Title I Homeless</b> (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
<b>Immigrant</b> (Immigrant-Indicator-Code = 1)	<a href="#">4</a>	0.59%
<b>Migrant</b> (Migrant-Indicator-Code = 1)	0	0.00%
<b>Military Connected</b> (Military-Connected-Student-Code = 1,2,3,4,5,6)	<a href="#">11</a>	1.61%
<b>Foster Care</b> (Foster-Care-Indicator-Code = 1,2)	<a href="#">2</a>	0.29%
<b>CTE Single Parent/Pregnant Teen</b> (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
<b>Section 504</b> (Section-504-Indicator-Code = 1)	<a href="#">34</a>	4.99%
<b>Intervention Indicator</b> (Intervention-Strategy-Indicator-Code = 1)	<a href="#">65</a>	9.53%
<b>IEP Continuer</b> (IEP-Continuer-Indicator-Code = 1)	0	0.00%
<b>Transfer In Students</b> (Student Attribution Code = 6)	0	0%

<b>Staff Information</b> (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>Administrative Support</b> (Role ID Not Equal 087 AND Object Code = 6119)	0	%
<b>Teacher</b> (Role ID = 087 AND Object Code = 6119)	0	%
<b>Educational Aide</b> (Role ID = 033 AND Object Code = 6129)	0	%
<b>Auxiliary</b> (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%

**Crandall Independent School District**  
**Walker Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Currently being developed

## Vision

At Walker Elementary, we are a community of active learners, who lead by example, believe in ourselves, and imagine our potential to become the best we can be.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crandall ISD has been identified as a high growth district. Barbara Walker Elementary has a diverse student and community population. The make-up of staff does not correlate with the students and community population.

### Demographics Strengths

Barbara Walker Elementary is a neighborhood school, therefore the potential for parent involvement is a positive asset.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Lack of diverse staff **Root Cause:** Lack of available hiring opportunities and events. Competitive salaries from neighboring districts.

**Problem Statement 2:** Parent involvement **Root Cause:** Lack of opportunities during parent work hours.

**Problem Statement 3:** Transient student population **Root Cause:** High number of rental properties and affordable housing programs in the neighborhood.

# Student Learning

## Student Learning Summary

Overall Walker elementary school is at a 40% student achievement for 2021, and down 5% from 2019.

## Student Learning Strengths

New perception of teamwork.

Support from front office admin i.e with discipline. Etc.

Parents are willing to send students to tutoring as long as we provide flexible days.

Even student performance in lower grades among races.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are declining in meets and masters from 3rd grade to 4th grade in math and reading. **Root Cause:** Inconsistent plan to monitor first instruction and identifying gaps also no time for vertical alignment between grade levels.

**Problem Statement 2:** 3rd grade math Economically Disadvantaged and LEP students are trending downward. **Root Cause:** Strategic and intentional interventions are not in place.

**Problem Statement 3:** In grade levels 3-6 there are new ELAR teachers in each grade level. **Root Cause:** Teachers were previously assigned to non core(STAAR tested) subjects

**Problem Statement 4 (Prioritized):** Lack of diverse staff **Root Cause:** Lack of available hiring opportunities and events. Competitive salaries from neighboring districts.

**Problem Statement 5 (Prioritized):** Inconsistent use of data from DOL trackers, MAP data, and other data sources. **Root Cause:** Monitoring of data and implementation for reteach is not understood by all staff.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, & Assessment

Walker Elementary continues to implement, monitor, and evaluate curriculum. Our campus currently uses curriculum provided by the district; teachers also use their own resources that align with the depth and complexity required of the TEKS. Various data sources are utilized regularly to inform instructional decisions, including intervention, small group instruction, after school tutoring, and mandated guidelines of HB4545. Data sources indicate that additional support is needed in the rigorous implementation of curriculum, along with our instruction related to ELL and SPED students. Walker values the differentiation in presentation of curriculum to meet the needs of all students within the diverse student population of the school.

### School Context & Organization

Walker Elementary will focus on celebrating all growth of staff and students and monitor data to ensure growth occurs. The campus is focused on the growth of 100% of our students within the timeline established by the state. Walker has revised a master schedule that maximizes instructional time and provides opportunities for multiple interventions. Data meetings are held regularly through our PLC time to review individual student progress in the areas of academic achievement (including growth), behavior, and attendance data.

### Technology

Technology integration is a critical component of student learning at Walker and within CISD. Teachers are currently utilizing chromebooks and Google Drive in their daily work. We will continue to partner with the district and our campus technology liaison to provide teachers with professional development opportunities in the area of technology. Sixth grade students are 1:1 with chromebooks; each remaining classroom has access to a chromebook cart or ipads.

### Staff Recruitment and Retention

Walker maintains a focus on recruiting, hiring, and retention of highly qualified and student focused staff with a passion for teaching in a Title 1 school. The partnership between campus and district leadership is paramount to the successful achievement of this goal. Walker will continue to support new teachers through strategic pairing with mentor teachers. A coaching mindset is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teachers and students. In addition to ongoing data analysis and needs assessment, administrators will be able to provide recommended or required professional development sessions for staff in need of support. Hiring practices allow for a teaching component and a teacher panel.

## School Processes & Programs Strengths

Improved alignment, more effective review of PLCs by utilizing DOL (Demonstration of Learning) trackers and MAP data

1:1 Technology devices for 6th grade students, Chrome book carts for each class, applications are provided (Education Galaxy, Prodigy)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Inconsistent use of data from DOL trackers, MAP data, and other data sources. **Root Cause:** Monitoring of data and implementation for reteach is not understood by all staff.

**Problem Statement 2 (Prioritized):** Consistency with PBIS and SEL systems. **Root Cause:** New expectations with the arrival of new administration.

**Problem Statement 3:** Tier 1 instruction is inconsistent across grade levels and content. **Root Cause:** Lack of content knowledge due to experience and/or movement from content and/or grade level.

**Problem Statement 4:** We need to continue to grow campus culture following COVID-19 pandemic. **Root Cause:** Due to CDC and district guidelines, we are still not able to return to "normalcy".

# Perceptions

## Perceptions Summary

### Family & Community Involvement

Walker will continue to focus on increasing links between home and school. Weekly parent newsletters regarding campus events are sent out at the end of every week. Walker encourages parent volunteers and partnerships with school and community organizations such as WatchDOGS, PTO, SBDM, and Student Council to enhance the lives of our students and the opportunities our school may provide.

### School Culture & Climate

Overall, Walker Elementary student enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus behavior is a proactive approach, which has resulted in more positive interactions between staff, parents, students. This year, we will continue to implement SEL campus-wide. In addition, campuswide PBIS strategies will continuously be reinforced.

## Perceptions Strengths

Discipline has continuously been on a decline with the proactive approach and various systems in place. Parents and Teachers have voiced appreciation of the decrease in referrals.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Number of parent volunteers **Root Cause:** Opportunities available during parent non working hours.

**Problem Statement 2 (Prioritized):** Consistency with PBIS and SEL systems. **Root Cause:** New expectations with the arrival of new administration.

# Priority Problem Statements

**Problem Statement 1:** Lack of diverse staff

**Root Cause 1:** Lack of available hiring opportunities and events. Competitive salaries from neighboring districts.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Inconsistent use of data from DOL trackers, MAP data, and other data sources.

**Root Cause 2:** Monitoring of data and implementation for reteach is not understood by all staff.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Consistency with PBIS and SEL systems.

**Root Cause 3:** New expectations with the arrival of new administration.

**Problem Statement 3 Areas:** School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data





# Goals

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

**Performance Objective 1:** Create an on campus coaching and support system that will assist in developing teachers.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** STAAR, district assessments (including rubrics), walkthroughs, Lesson Plans, eduphoria records, RTI data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Glow and Grow feedback cycle.  <b>Strategy's Expected Result/Impact:</b> implementation of learned skills increased test scores  <b>Staff Responsible for Monitoring:</b> Principal                      Asst. Principal                      Instructional Coaches                      Mentors                      Leadership Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Master teachers  <b>Strategy's Expected Result/Impact:</b> implementation of learned skills increased test scores  <b>Staff Responsible for Monitoring:</b> Leadership Team                      Mentor Teachers                      Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 2:** Develop an extended tutoring program that will target at needs students academically.





**Evaluation Data Sources:** STAAR, district assessments (including rubrics), TELPAS, walkthroughs, lesson plans, eduphoria records, overall campus rating

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide supplemental pay <b>Strategy's Expected Result/Impact:</b> More teachers vested in the tutoring program. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Walker Elementary staff will build a productive and positive relationship with 100% student population





**Evaluation Data Sources:** STAAR, district assessments (including rubrics), walkthroughs, district PLC participation, PBIS and SEL checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will create and host monthly clubs for students.  <b>Strategy's Expected Result/Impact:</b> Decrease in campus discipline referrals. Increase in test scores.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Testing Coordinator                      Teachers                      Support Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** Walker Elementary will increase student achievement by 5% by 2022.

**Evaluation Data Sources:** walkthroughs, lesson plans, student progress reports, assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a data driven PLC to include the look forward/ Backward model. <b>Strategy's Expected Result/Impact:</b> academic growth, mastery of IEP goals, increase in test scores <b>Staff Responsible for Monitoring:</b> Campus Administration SPED Teachers Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use data from weekly assessments to design interventions. <b>Strategy's Expected Result/Impact:</b> Increase in assessment scores <b>Staff Responsible for Monitoring:</b> Teachers, Admin <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will track student performance to help determine if students are on track to meet projected growth goals. <b>Strategy's Expected Result/Impact:</b> Increase in assessment scores, increase in students achieving grade level status <b>Staff Responsible for Monitoring:</b> Teachers, admin <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

**Performance Objective 1:** All students will be taught by highly qualified teachers.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Certification lists, eduphoria records, staff development records, sign in sheets, walkthroughs, TTESS Evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will have the GT training hours and implement GT strategies for differentiation in their classroom.  <b>Strategy's Expected Result/Impact:</b> Increased state assessment scores of GT students</p> <p>Effective differentiation evident in classrooms  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Asst. Supt. of C&amp;I, GT Coordinator, Campus Administration, Teachers  <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in district provided and funded ESL training in order to prepare and pass the ESL certification and add it to their certificate.  <b>Strategy's Expected Result/Impact:</b> Increased number of staff with ESL certifications</p> <p>Academic success of ELL students because of the impact of ELL strategies being implemented during instruction  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Asst. Supt. of C&amp;I, CFO, Bilingual/ESL Director, Principals, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff participate in and lead staff development to successfully implement the vision, mission, goals, and objectives of Walker CISD.  <b>Strategy's Expected Result/Impact:</b> Staff will meet minimum requirements of professional development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


and implement the learning, resulting in increased student performance


**Staff Responsible for Monitoring:** Asst. Supt. of C&I, Campus Administration, Instructional Facilitators, Teachers

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

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

**Performance Objective 2:** Employ recruiting and hiring practices that ensure the hiring of highly qualified and diverse staff.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** appraisal/evaluation data, discipline data, certifications, survey data, campus retention data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interview committee comprised of staff and maintain interview requirement: lesson, reflection, data and questions</p> <p><b>Strategy's Expected Result/Impact:</b> Hiring practices are equitable and align with CISD guidelines</p> <p>Decrease in teacher turnover</p> <p>Increase in positive responses for the staff climate survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Interview Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify and hire highly effective teachers with years of proven proficient teaching experience, specifically low income and minority students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in diversity of staff</p> <p>Increase in teacher retention/decrease turnover</p> <p>Increase in cultural competence</p> <p>Decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Interview Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement and supplement the district mentoring program to support 0-2 year teaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in years of teacher experience</p> <p>Increase in teacher effectiveness</p> <p>Increase in teacher efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p>Mentor Team</p> <p>Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Explore and attend job fairs outside of the district to include college campuses. <b>Strategy's Expected Result/Impact:</b> Provide a variety of candidates. <b>Staff Responsible for Monitoring:</b> Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Seek employee input and feedback from Walker Elementary School staff to inform decision making.





**Evaluation Data Sources:** survey responses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Improvement Committee composed of a variety of staff members will meet on designated dates to monitor the CIP progress and make adjustments as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> CIP feedback and adjustments that result in student achievement, increased safety measures, maintaining high quality professionals, fiscal management, and stakeholder involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will continue to seek teacher and staff feedback on topics such as the master schedule, school-wide initiatives, and best teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Team leader feedback and campus surveys will be utilized</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Climate survey will be completed at the beginning, middle, and end of the year to assess positive staff perception in the following areas: instructional support, observation and feedback, TTESS, culture and climate, and discipline support.</p> <p><b>Strategy's Expected Result/Impact:</b> improved teacher satisfaction scores and responses</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** Strengthen the leadership capacity and instructional support of campus leaders.

**Evaluation Data Sources:** staff survey, walkthrough/evaluation data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will increase the number of walkthroughs and provide more frequent feedback to leaders regarding job performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be reflective regarding their instructional practices Utilize instructional coaches based on observations and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Evaluation Data Sources:** sign in sheets, eduphoria records, discipline data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will successfully complete training on the warning signs of and how to report child abuse and neglect, bullying/harrassment prevention, dating violence, suicide prevention, conflict resolution, and sexual harrassment.</p> <p><b>Strategy's Expected Result/Impact:</b> Proper reporting procedures will be followed</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I, Directors, Campus Administration, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The student code of conduct will be enforced and student behavior standards will be taught to reduce incidents of violent and disruptive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Discipline Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PBIS systems and proactive strategies will be implemented and revisited through weekly assemblies, guidance lessons, social contracts, SEL, greeting students at the door, good news tickets, character education, and Red Ribbon Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals</p> <p>Increased student engagement</p> <p>Maximized instructional time, resulting in increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Rules, discipline management plans, procedures, and expectations are in place in classrooms and common areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals</p> <p>Increased student engagement</p> <p>Maximized instructional time, resulting in increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Implement activities in order to support students' social and emotional growth including NEHS, Social Emotional Learning, Clubs, Student Council, etc.





**Evaluation Data Sources:** discipline data, counselor data, walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The 7 Mindsets, SEL curriculum, is embedded weekly and reinforced during assemblies and classrooms.  <b>Strategy's Expected Result/Impact:</b> positive student support</p> <p>Decrease in discipline referrals, improved student behavior  <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted guidance lessons are provided monthly.  <b>Strategy's Expected Result/Impact:</b> Provide students with life learning skills to enhance decision making and problem solving.</p> <p>Reduced discipline referrals  <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Small group guidance lessons are provided based on individual students' needs.  <b>Staff Responsible for Monitoring:</b> Campus Admin  Counselor  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 3:** Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 3:** Implement Standard Response Protocol (SRP) for safety and security on our campus.





**Evaluation Data Sources:** safety log, drills

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain crisis plan with yearly training for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding of what to do in case of an emergency situation in various locations of the building.</p> <p>Parents aware of safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement scheduled announced and unannounced safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding of what to do in case of an emergency situation in various locations of the building.</p> <p>No unauthorized visitors in the building.</p> <p>Maintain campus safety.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, SBLEO, All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The students and staff will comply with CDC and district guidelines as needed during the pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student/staff absences</p> <p><b>Staff Responsible for Monitoring:</b> All Staff, Office Staff Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** Provide a safe, comfortable, and well-maintained environment.





**Evaluation Data Sources:** Positive response rate from stakeholders and/or survey responses.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Decorate hallways/classrooms in alignment with the mission and core values of Walker and CISD.  <b>Strategy's Expected Result/Impact:</b> Welcoming environment that promotes pride and unity</p> <p>Connection to Crandall ISD  <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue using eduphoria for maintenance and custodial requests.  <b>Strategy's Expected Result/Impact:</b> Maintain a welcoming and inviting space for students and families</p> <p><b>Staff Responsible for Monitoring:</b> All Staff, Maintenance Department  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

**Performance Objective 1:** Provide parents the opportunity to be involved and informed with their child's progress in school, including minimum of one, time/year parent/teach conference, and Google Classroom.

**Evaluation Data Sources:** Parent conference logs, skyward/canva/smore/etc., parent contact logs, sign in forms





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with the stakeholders to best utilize resources and communication (smore, canva, twitter, backpacks, clothes closet, supplies, facebook, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent ability to support students academically, socially, and emotionally.</p> <p>Increased parent knowledge of campus happenings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, School Counselor, Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will take an active role in student learning (assembly, Campus Improvement Plan, Clubs, Watch DOGS, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement resulting in stronger levels of academic support</p> <p>Positive male role models on campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Teacher</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Foster a community environment, promote parent involvement, and continue to promote student awareness on leadership opportunities by:

**Evaluation Data Sources:** PTO Membership, parent volunteer participation, sign in logs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Actively recruit parents, volunteers, and community members to be involved in a variety of campus activities</p> <p><b>Strategy's Expected Result/Impact:</b> Volunteer log will show an increase of parent involvement</p> <p>Family Partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff Team, Campus Committees, All Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Inviting community members to school sponsored events such as Career Day/Gen TX week , Coffee with Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> volunteer log will show an increase in participation</p> <p>community partnerships</p> <p>Student awareness of opportunities for future</p> <p><b>Staff Responsible for Monitoring:</b> Campus Committees</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Partner and collaborate with PTO on school sponsored events.</p> <p><b>Strategy's Expected Result/Impact:</b> volunteer log will show an increase in participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Committees, All Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Host family engagement events to support community relationships (Fall Festival/Trunk or Treat, Family Fun &amp; Fitness Night, Fun /Runs, Kites for a Cause)</p> <p><b>Strategy's Expected Result/Impact:</b> enhance and strengthen relationships among families</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Committees, All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Communicate volunteer opportunities (PTO, businesses, churches, etc.) <b>Strategy's Expected Result/Impact:</b> Build relationships between community members and the school <b>Staff Responsible for Monitoring:</b> Campus Administration, Community Specialist <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Promote student awareness on leadership opportunities (SLAC lanyard awards, Dress for Success days, Student Council, National Elementary Honor Society, Talent Show) <b>Strategy's Expected Result/Impact:</b> Increased student participation in leadership opportunities <b>Staff Responsible for Monitoring:</b> Campus Administration, School Counselor, Staff Leading NEHS and SC) <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Survey parents every year to obtain input and feedback. Utilize feedback to improve perception.





**Evaluation Data Sources:** parent survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the results of the parent and staff survey to determine areas to address for improvement.  <b>Strategy's Expected Result/Impact:</b> survey results will reflect positive responses greater than or equal to 80%  <b>Staff Responsible for Monitoring:</b> Campus Admin, Instructional Leadership Team  <b>Title I Schoolwide Elements:</b> 2.4, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will increase the quality of customer service in our office and on the campus through high quality, memorable interactions with parents, students, and staff.  <b>Strategy's Expected Result/Impact:</b> All stakeholders will feel welcome at Walker as soon as they enter the doors.  <b>Staff Responsible for Monitoring:</b> Office Staff Team  <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Federal funds will be used appropriately to improve success of economically disadvantaged students.





**Evaluation Data Sources:** ECD student data, all student data, budget and spending review

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to extend their learning through before/after/in school tutoring, Saturday School, and additional supplemental activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional technology will be enhanced, supplemented, and repaired as necessary to ensure the ongoing use of technology in the classroom, including hardware and software/programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** State compensatory education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum.





**Evaluation Data Sources:** graduation rates, at-risk student data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Organize effective acceleration activities to ensure success for at-risk students.  <b>Strategy's Expected Result/Impact:</b> Increased state assessment scores  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, Teachers  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide proactive activities, supports, supplies, and materials to help at-risk students master the curriculum, show growth on state assessments, and reduce the drop-out rate.  <b>Strategy's Expected Result/Impact:</b> Increased state assessment scores             Increased graduation rate  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Instructional Facilitator, Teachers  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide dyslexic students with supports and programs.  <b>Strategy's Expected Result/Impact:</b> Increased state assessment scores  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Identify homeless students and work with the Homeless Liaison to provide supplemental support to students identified under McKinney-Vento.  <b>Strategy's Expected Result/Impact:</b> Homeless students' needs (academic, social, emotional) will be met             Homeless students will be successful with the curriculum, resulting in student achievement  <b>Staff Responsible for Monitoring:</b> Counselors, Registrar, Homeless Liaison  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement.





**Evaluation Data Sources:** student data, budget/spending review

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walker ES will align needs and financial resources to ensure responsible use of funding.  <b>Strategy's Expected Result/Impact:</b> increased state assessment scores through the use of Education Galaxy, Nearpod/Flocabulary, and intervention resources  <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor the staff requests and allocate funding accordingly.  <b>Strategy's Expected Result/Impact:</b> Resources being implemented which will result in student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop, monitor, and maintain campus budget  <b>Strategy's Expected Result/Impact:</b> Purchased materials and supplies directly support classroom instruction, student/staff culture, leadership development.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

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

**Performance Objective 4:** Actively seek alternative revenue services to meet the needs of Walker Elementary.

**Evaluation Data Sources:** grant applications, budget/spending review

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Seek funding through alternate revenue services such as CISD Education Foundation and Donors Choose, to meet the needs of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and achievement</p> <p>Positive student support</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tannya Penaloza	Instructional Aide	LLI	

# Addendums

**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	40
College, Career and Military Readiness	N/A
Graduation Rate	N/A
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 51.5%)	40
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	15%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	10%
School Quality Status	N/A
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	94%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	276	276	65	71		688	
Approaches GL or Above	198	183	44	42		467	68%
Meets GL or Above	104	100	19	20		243	35%
Masters GL	55	52	5	5		117	17%
Total Percentage Points							120%
<b>Component Score</b>							<b>40</b>

**Texas Education Agency  
2021 STAAR Performance  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	68%	59%	64%	78%	-	*	-	81%	61%	61%	64%	36%	80%	70%	65%
At Meets GL Standard or Above	35%	30%	32%	44%	-	*	-	37%	27%	27%	30%	19%	60%	38%	32%
At Masters GL Standard	17%	16%	12%	22%	-	*	-	22%	12%	11%	16%	10%	60%	18%	15%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	467	123	138	151	-	*	-	**	218	48	55	39	4	288	179
At Meets GL Standard or Above	243	62	69	86	-	*	-	**	96	21	26	21	3	156	87
At Masters GL Standard	117	34	26	42	-	*	-	**	42	9	14	11	3	76	41
Total Tests	688	208	217	194	-	*	-	**	359	79	86	108	5	412	276
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	94%	94%	96%	93%	-	*	-	87%	96%	98%	98%	90%	100%	94%	93%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	72%	68%	65%	79%	-	*	-	85%	64%	68%	71%	33%	*	74%	68%
At Meets GL Standard or Above	38%	34%	30%	47%	-	*	-	42%	31%	29%	32%	17%	*	39%	35%
At Masters GL Standard	20%	22%	12%	25%	-	*	-	27%	16%	10%	15%	12%	*	22%	17%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	198	59	56	60	-	*	-	**	92	21	24	14	*	125	73
At Meets GL Standard or Above	104	30	26	36	-	*	-	**	45	9	11	7	*	66	38
At Masters GL Standard	55	19	10	19	-	*	-	**	23	3	5	5	*	37	18
Total Tests	276	87	86	76	-	*	-	**	144	31	34	42	*	168	108
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	93%	94%	97%	93%	-	*	-	84%	96%	97%	97%	89%	*	94%	93%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	66%	56%	62%	78%	-	*	-	85%	59%	58%	62%	45%	*	69%	62%
At Meets GL Standard or Above	36%	29%	36%	43%	-	*	-	42%	26%	26%	32%	26%	*	41%	29%
At Masters GL Standard	19%	15%	16%	25%	-	*	-	23%	11%	13%	21%	10%	*	20%	17%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	183	49	53	59	-	*	-	**	85	18	21	19	*	116	67
At Meets GL Standard or Above	100	25	31	33	-	*	-	**	37	8	11	11	*	69	31
At Masters GL Standard	52	13	14	19	-	*	-	**	16	4	7	4	*	34	18

**Texas Education Agency  
2021 STAAR Performance  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Total Tests	276	87	86	76	-	*	-	**	144	31	34	42	*	168	108	
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	93%	94%	97%	93%	-	*	-	84%	96%	97%	97%	89%	*	94%	93%	
<b>Writing</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	68%	50%	64%	74%	-	-	-	100%	59%	40%	40%	13%	*	71%	63%	
At Meets GL Standard or Above	29%	14%	32%	35%	-	-	-	33%	19%	20%	20%	13%	*	29%	30%	
At Masters GL Standard	8%	0%	5%	9%	-	-	-	33%	0%	20%	20%	0%	*	8%	7%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	44	7	14	17	-	-	-	6	19	2	2	1	*	27	17	
At Meets GL Standard or Above	19	2	7	8	-	-	-	2	6	1	1	1	*	11	8	
At Masters GL Standard	5	0	1	2	-	-	-	2	0	1	1	0	*	3	2	
Total Tests	65	14	22	23	-	-	-	6	32	5	5	8	*	38	27	
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%	
% participation 2020-21	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%	
<b>Science</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	59%	40%	65%	79%	-	-	-	44%	56%	58%	62%	31%	-	53%	67%	
At Meets GL Standard or Above	28%	25%	22%	47%	-	-	-	11%	21%	25%	23%	13%	-	26%	30%	
At Masters GL Standard	7%	10%	4%	11%	-	-	-	0%	8%	8%	8%	13%	-	5%	9%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	42	8	15	15	-	-	-	4	22	7	8	5	-	20	22	
At Meets GL Standard or Above	20	5	5	9	-	-	-	1	8	3	3	2	-	10	10	
At Masters GL Standard	5	2	1	2	-	-	-	0	3	1	1	2	-	2	3	
Total Tests	71	20	23	19	-	-	-	9	39	12	13	16	-	38	33	
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	
% participation 2020-21	93%	95%	89%	91%	-	-	-	100%	95%	100%	100%	89%	-	93%	92%	
<b>Social Studies</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Texas Education Agency  
2021 STAAR Performance  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Texas Education Agency  
2021 Relative Performance  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

<b>% Economically Disadvantaged</b>	<b>STAAR Performance</b>
51.5	40

**Texas Education Agency  
2021 Closing the Gaps  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	No	Yes	No	No				No	No	Yes	No		No	No		
% at Meets GL Standard or Above	38%	34%	30%	47%	-	*	-	42%	31%	32%	17%	*	39%	35%		
# at Meets GL Standard or Above	104	30	26	36	-	*	-	**	45	11	7	*	66	38		
Total Tests	276	87	86	76	-	*	-	**	144	34	42	*	168	108		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No	No	No	No				No	No	No	Yes		No	No		
% at Meets GL Standard or Above	36%	29%	36%	43%	-	*	-	42%	26%	32%	26%	*	41%	29%		
# at Meets GL Standard or Above	100	25	31	33	-	*	-	**	37	11	11	*	69	31		
Total Tests	276	87	86	76	-	*	-	**	144	34	42	*	168	108		
<b>Total Indicators</b>															3	20
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										Yes						
TELPAS Progress Rate										45%						
TELPAS Progress										18						
TELPAS Total										40						
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No	No	No	No				No	No	Yes	No		No	No		
STAAR Component Score	40	35	36	48	-	*	-	47	33	37	22	67	42	37		
% at Approaches GL Standard or Above	68%	59%	64%	78%	-	*	-	81%	61%	64%	36%	80%	70%	65%		
% at Meets GL Standard or Above	35%	30%	32%	44%	-	*	-	37%	27%	30%	19%	60%	38%	32%		

**Texas Education Agency  
2021 Closing the Gaps  
BARBARA WALKER EL (129901103) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	17%	16%	12%	22%	-	*	-	22%	12%	16%	10%	60%	18%	15%		
Total Tests	688	208	217	194	-	*	-	**	359	86	108	5	412	276		
<b>Total Indicators</b>															<b>1</b>	<b>10</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	368	127	105	112	-	*	-	**	200	44	39	8	200	168		
Total Tests	368	127	105	112	-	*	-	**	200	44	39	8	200	168		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	368	127	105	112	-	*	-	**	200	44	39	8	200	168		
Total Tests	368	127	105	112	-	*	-	**	200	44	39	8	200	168		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	
<b>ELA/Reading</b>																
% Participation	93%	94%	97%	93%	-	*	-	84%	96%	97%	89%	*	94%	93%		
# Participants	287	91	91	78	-	*	-	**	149	36	42	*	174	113		
Total Tests	307	97	94	84	-	*	-	**	156	37	47	*	185	122		
<b>Mathematics</b>																
% Participation	93%	94%	97%	93%	-	*	-	84%	96%	97%	89%	*	94%	93%		
# Participants	287	91	91	78	-	*	-	**	149	36	42	*	174	113		
Total Tests	307	97	94	84	-	*	-	**	156	37	47	*	185	122		

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Walker	81	53	28	75	39	20

4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Walker	75	43	19	75	34	19

5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Walker	85	48	24	67	38	25

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Walker	77	44	20	70	33	16

4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Walker	74	41	29	48	19	7

5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Walker	80	44	26	77	55	33

4th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Walker	58	31	5	67	27	8

5th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Walker	64	35	13	59	26	5

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	BARBARA WALKER EL
<b>Campus Number</b>	129901103

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

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	62	64		
Relative Performance (STAAR Performance and CCMR)	46	45		40
Relative Performance (% EcoDis)	45.1%	52.3%		51.5%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	61%	67%		15%
Growth Status	6%	38%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	60%	40%		10%

## 2021 English Language Proficiency Status

<b>Campus Name</b>	<b>Walker Elementary</b>
<b>9-Digit Campus Number</b>	<b>129901103</b>

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

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

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	4
	# whose Composite TELPAS Rating DID NOT IMPROVE	6
	Total # Scoring Advanced High in 2021 with a prior year Score	10

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

# 2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **BARBARA WALKER EL**

Campus Number: **129901103**

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

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District Name: CRANDALL ISD  
Campus Name: BARBARA WALKER EL  
Campus Number: 129901103

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

Total Students: 574  
Grade Span: EE - 06  
School Type: Elementary

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	82%	<b>81%</b>	60%	87%	90%	-	-	-	86%	64%	-	81%	81%	70%	75%
	2018	77%	74%	<b>75%</b>	75%	83%	69%	-	-	-	*	29%	-	77%	68%	74%	100%
At Meets Grade Level or Above	2019	45%	48%	<b>53%</b>	25%	60%	72%	-	-	-	29%	43%	-	52%	56%	35%	58%
	2018	43%	40%	<b>52%</b>	60%	54%	43%	-	-	-	*	0%	-	56%	37%	52%	60%
At Masters Grade Level	2019	27%	29%	<b>28%</b>	5%	40%	31%	-	-	-	29%	7%	-	30%	25%	20%	33%
	2018	25%	26%	<b>31%</b>	35%	25%	29%	-	-	-	*	0%	-	36%	16%	26%	40%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	83%	<b>77%</b>	50%	87%	86%	-	-	-	71%	57%	-	76%	78%	63%	67%
	2018	78%	75%	<b>71%</b>	65%	75%	69%	-	-	-	*	29%	-	75%	58%	61%	100%
At Meets Grade Level or Above	2019	49%	52%	<b>44%</b>	30%	43%	59%	-	-	-	29%	36%	-	48%	38%	33%	33%
	2018	47%	40%	<b>37%</b>	40%	29%	40%	-	-	-	*	14%	-	41%	26%	32%	60%
At Masters Grade Level	2019	25%	23%	<b>20%</b>	15%	13%	34%	-	-	-	0%	7%	-	19%	22%	15%	17%
	2018	23%	17%	<b>18%</b>	20%	8%	20%	-	-	-	*	0%	-	23%	0%	13%	40%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>75%</b>	62%	77%	81%	-	-	-	100%	25%	*	84%	61%	61%	83%
	2018	73%	76%	<b>78%</b>	56%	90%	84%	-	*	-	*	43%	*	83%	71%	68%	100%
At Meets Grade Level or Above	2019	44%	45%	<b>43%</b>	35%	41%	44%	-	-	-	80%	13%	*	49%	32%	32%	67%
	2018	46%	47%	<b>55%</b>	32%	80%	50%	-	*	-	*	29%	*	58%	50%	48%	93%
At Masters Grade Level	2019	22%	23%	<b>19%</b>	12%	18%	22%	-	-	-	40%	0%	*	24%	10%	13%	33%
	2018	24%	22%	<b>23%</b>	8%	23%	34%	-	*	-	*	14%	*	26%	18%	18%	27%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>74%</b>	54%	86%	78%	-	-	-	100%	25%	*	86%	55%	66%	83%
	2018	78%	73%	<b>68%</b>	48%	83%	69%	-	*	-	*	29%	*	75%	58%	58%	93%
At Meets Grade Level or Above	2019	48%	49%	<b>41%</b>	31%	55%	33%	-	-	-	80%	13%	*	49%	29%	34%	67%
	2018	49%	40%	<b>36%</b>	20%	43%	38%	-	*	-	*	29%	*	43%	26%	30%	53%
At Masters Grade Level	2019	28%	32%	<b>29%</b>	19%	32%	30%	-	-	-	60%	0%	*	35%	19%	24%	33%
	2018	27%	25%	<b>22%</b>	8%	27%	28%	-	*	-	*	0%	*	28%	13%	18%	33%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	61%	<b>58%</b>	46%	64%	59%	-	-	-	80%	0%	*	67%	42%	45%	67%
	2018	63%	*	<b>*</b>	*	-	-	-	-	-	-	*	-	*	-	*	-
At Meets Grade Level or Above	2019	35%	33%	<b>31%</b>	31%	32%	26%	-	-	-	60%	0%	*	35%	26%	18%	50%
	2018	39%	*	<b>*</b>	*	-	-	-	-	-	-	*	-	*	-	*	-
At Masters Grade Level	2019	11%	8%	<b>5%</b>	8%	0%	7%	-	-	-	0%	0%	*	8%	0%	3%	0%
	2018	11%	*	<b>*</b>	*	-	-	-	-	-	-	*	-	*	-	*	-

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	84%	<b>85%</b>	79%	85%	96%	-	*	-	*	50%	*	87%	82%	81%	94%
	2018	84%	86%	<b>85%</b>	74%	100%	93%	-	-	-	60%	60%	*	93%	76%	81%	*
At Meets Grade Level or Above	2019	54%	51%	<b>48%</b>	36%	55%	57%	-	*	-	*	30%	*	56%	40%	40%	65%
	2018	54%	56%	<b>45%</b>	33%	31%	62%	-	-	-	40%	20%	*	54%	33%	38%	*
At Masters Grade Level	2019	29%	29%	<b>24%</b>	9%	30%	36%	-	*	-	*	20%	*	35%	11%	18%	35%
	2018	26%	27%	<b>19%</b>	22%	0%	28%	-	-	-	0%	20%	*	22%	15%	19%	*
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	87%	<b>80%</b>	70%	88%	82%	-	*	-	*	40%	*	87%	71%	76%	94%
	2018	91%	92%	<b>92%</b>	77%	100%	100%	-	-	-	*	60%	*	100%	82%	83%	*
At Meets Grade Level or Above	2019	58%	48%	<b>44%</b>	39%	48%	46%	-	*	-	*	20%	*	52%	36%	40%	59%
	2018	58%	55%	<b>53%</b>	50%	62%	59%	-	-	-	*	60%	*	64%	39%	47%	*
At Masters Grade Level	2019	36%	29%	<b>26%</b>	18%	27%	36%	-	*	-	*	10%	*	35%	16%	19%	35%
	2018	30%	23%	<b>21%</b>	15%	15%	31%	-	-	-	*	40%	*	28%	12%	19%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	69%	<b>64%</b>	42%	76%	75%	-	*	-	*	20%	*	72%	53%	55%	88%
	2018	76%	76%	<b>66%</b>	52%	69%	83%	-	-	-	40%	60%	*	73%	58%	62%	*
At Meets Grade Level or Above	2019	49%	42%	<b>35%</b>	24%	39%	46%	-	*	-	*	20%	*	43%	27%	32%	53%
	2018	41%	42%	<b>32%</b>	33%	23%	41%	-	-	-	0%	60%	*	41%	21%	30%	*
At Masters Grade Level	2019	24%	21%	<b>13%</b>	6%	15%	21%	-	*	-	*	10%	*	19%	7%	11%	18%
	2018	17%	18%	<b>7%</b>	4%	8%	10%	-	-	-	0%	20%	*	10%	3%	5%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	78%	<b>67%</b>	61%	71%	73%	-	-	-	71%	0%	*	74%	61%	57%	57%
	2018	69%	73%	<b>71%</b>	55%	65%	90%	-	-	-	*	33%	*	80%	61%	62%	60%
At Meets Grade Level or Above	2019	37%	48%	<b>31%</b>	34%	12%	41%	-	-	-	29%	0%	*	37%	26%	24%	0%
	2018	39%	42%	<b>46%</b>	35%	45%	57%	-	-	-	*	11%	*	57%	34%	35%	40%
At Masters Grade Level	2019	18%	23%	<b>14%</b>	13%	12%	23%	-	-	-	0%	0%	*	18%	11%	10%	0%
	2018	19%	17%	<b>21%</b>	16%	20%	23%	-	-	-	*	11%	*	14%	29%	16%	20%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	88%	<b>83%</b>	74%	88%	95%	-	-	-	86%	0%	*	95%	74%	76%	86%
	2018	77%	77%	<b>76%</b>	58%	70%	97%	-	-	-	*	56%	*	84%	66%	65%	60%
At Meets Grade Level or Above	2019	47%	54%	<b>44%</b>	37%	29%	73%	-	-	-	29%	0%	*	50%	39%	35%	29%
	2018	44%	45%	<b>44%</b>	39%	30%	57%	-	-	-	*	11%	*	50%	37%	38%	20%
At Masters Grade Level	2019	21%	24%	<b>17%</b>	11%	6%	32%	-	-	-	29%	0%	*	16%	17%	14%	0%
	2018	18%	17%	<b>15%</b>	16%	10%	13%	-	-	-	*	11%	*	16%	13%	14%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	79%	<b>74%</b>	61%	81%	82%	-	*	-	78%	34%	76%	81%	66%	66%	82%
	2018	77%	76%	<b>75%</b>	61%	81%	83%	-	*	-	73%	42%	56%	81%	66%	68%	86%

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	50%	48%	<b>42%</b>	33%	44%	50%	-	*	-	40%	21%	59%	47%	35%	33%	50%
	2018	48%	44%	<b>44%</b>	37%	47%	49%	-	*	-	40%	23%	22%	51%	34%	39%	56%
At Masters Grade Level	2019	24%	22%	<b>20%</b>	12%	21%	27%	-	*	-	16%	6%	29%	24%	14%	15%	23%
	2018	22%	18%	<b>20%</b>	15%	17%	24%	-	*	-	27%	11%	22%	23%	14%	16%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	<b>77%</b>	66%	81%	86%	-	*	-	78%	42%	57%	82%	71%	68%	81%
	2018	74%	75%	<b>77%</b>	64%	84%	83%	-	*	-	69%	39%	*	82%	69%	71%	88%
At Meets Grade Level or Above	2019	48%	50%	<b>44%</b>	33%	46%	55%	-	*	-	39%	26%	57%	49%	38%	33%	52%
	2018	46%	46%	<b>50%</b>	39%	57%	52%	-	*	-	54%	14%	*	56%	39%	43%	62%
At Masters Grade Level	2019	21%	21%	<b>21%</b>	10%	27%	28%	-	*	-	17%	8%	14%	28%	14%	15%	29%
	2018	19%	19%	<b>24%</b>	19%	20%	29%	-	*	-	38%	11%	*	26%	20%	19%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	<b>79%</b>	64%	87%	85%	-	*	-	83%	37%	100%	85%	70%	71%	83%
	2018	81%	78%	<b>76%</b>	62%	80%	83%	-	*	-	92%	43%	*	82%	66%	66%	85%
At Meets Grade Level or Above	2019	52%	49%	<b>44%</b>	35%	45%	52%	-	*	-	39%	21%	71%	50%	36%	36%	48%
	2018	50%	42%	<b>42%</b>	37%	39%	48%	-	*	-	42%	25%	*	48%	33%	36%	50%
At Masters Grade Level	2019	26%	25%	<b>23%</b>	15%	21%	33%	-	*	-	22%	5%	43%	27%	18%	18%	24%
	2018	24%	18%	<b>19%</b>	15%	16%	23%	-	*	-	25%	11%	*	24%	11%	16%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	<b>58%</b>	46%	64%	59%	-	-	-	80%	0%	*	67%	42%	45%	67%
	2018	66%	60%	*	*	-	-	-	-	-	-	*	-	*	-	*	-
At Meets Grade Level or Above	2019	38%	34%	<b>31%</b>	31%	32%	26%	-	-	-	60%	0%	*	35%	26%	18%	50%
	2018	41%	60%	*	*	-	-	-	-	-	-	*	-	*	-	*	-
At Masters Grade Level	2019	14%	11%	<b>5%</b>	8%	0%	7%	-	-	-	0%	0%	*	8%	0%	3%	0%
	2018	13%	40%	*	*	-	-	-	-	-	-	*	-	*	-	*	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	<b>64%</b>	42%	76%	75%	-	*	-	40%	20%	*	72%	53%	55%	88%
	2018	80%	80%	<b>66%</b>	52%	69%	83%	-	-	-	40%	60%	*	73%	58%	62%	*
At Meets Grade Level or Above	2019	54%	52%	<b>35%</b>	24%	39%	46%	-	*	-	*	20%	*	43%	27%	32%	53%
	2018	51%	46%	<b>32%</b>	33%	23%	41%	-	-	-	0%	60%	*	41%	21%	30%	*
At Masters Grade Level	2019	25%	24%	<b>13%</b>	6%	15%	21%	-	*	-	*	10%	*	19%	7%	11%	18%
	2018	23%	17%	<b>7%</b>	4%	8%	10%	-	-	-	0%	20%	*	10%	3%	5%	*

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	65	<b>54</b>	40	50	67	-	-	-	80	75	*	60	45	36	67
	2018	63	66	<b>69</b>	59	76	73	-	*	-	*	67	*	69	69	66	82
Grade 4 Mathematics	2019	65	71	<b>74</b>	65	86	70	-	-	-	90	63	*	82	62	77	83
	2018	65	61	<b>49</b>	48	55	45	-	*	-	*	33	*	47	53	42	63
Grade 5 ELA/Reading	2019	81	79	<b>70</b>	67	73	71	-	*	-	*	75	*	80	58	66	68
	2018	80	73	<b>67</b>	67	50	71	-	-	-	80	60	*	69	64	74	*
Grade 5 Mathematics	2019	83	85	<b>80</b>	79	84	79	-	*	-	*	85	*	85	75	81	74
	2018	81	71	<b>75</b>	73	77	75	-	-	-	*	40	*	76	74	75	*
Grade 6 ELA/Reading	2019	42	55	<b>43</b>	47	35	43	-	-	-	36	17	*	51	35	38	29
	2018	47	49	<b>47</b>	37	42	60	-	-	-	*	44	*	49	46	40	22
Grade 6 Mathematics	2019	54	66	<b>57</b>	60	26	73	-	-	-	71	17	*	62	53	53	0
	2018	56	58	<b>68</b>	45	74	86	-	-	-	*	78	*	78	54	58	72
All Grades Both Subjects	2019	69	71	<b>64</b>	60	64	68	-	*	-	65	60	68	71	55	60	58
	2018	69	66	<b>62</b>	54	63	68	-	*	-	74	55	38	64	60	59	63
All Grades ELA/Reading	2019	68	71	<b>57</b>	52	57	62	-	*	-	53	60	57	65	46	50	58
	2018	69	66	<b>61</b>	53	60	68	-	*	-	78	55	*	63	59	61	56
All Grades Mathematics	2019	70	72	<b>71</b>	68	71	74	-	*	-	77	60	79	78	64	71	58
	2018	70	66	<b>63</b>	55	65	68	-	*	-	69	55	*	66	60	57	70

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>31%</b>	29%	11%	42%	-	-	-	*	16%	26%	*
	2018	38%	37%	<b>38%</b>	21%	*	65%	-	-	-	*	*	30%	*
Mathematics	2019	45%	40%	<b>27%</b>	18%	36%	43%	-	-	-	*	6%	24%	*
	2018	47%	35%	<b>28%</b>	*	*	43%	-	-	-	*	*	21%	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	<b>80%</b>	66%	82%	96%	-	*	-	*	33%	72%	92%
Students Requiring Accelerated Instruction														
	2019	22%	21%	<b>20%</b>	34%	18%	4%	-	*	-	*	67%	28%	8%
STAAR Cumulative Met Standard														
	2019	86%	84%	<b>85%</b>	78%	85%	96%	-	*	-	*	44%	80%	92%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	78%	<b>68%</b>	52%	79%	75%	-	*	-	*	22%	65%	83%
Students Requiring Accelerated Instruction														
	2019	17%	22%	<b>32%</b>	48%	21%	25%	-	*	-	*	78%	35%	17%
STAAR Cumulative Met Standard														
	2019	90%	87%	<b>80%</b>	69%	88%	82%	-	*	-	*	33%	75%	92%

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>74%</b>	-	-	-	-	-	79%	-	79%	*	79%	80%
	2018	77%	76%	<b>75%</b>	-	-	-	-	-	87%	100%	84%	100%	87%	89%
At Meets Grade Level or Above	2019	50%	48%	<b>42%</b>	-	-	-	-	-	44%	-	44%	*	44%	42%
	2018	48%	44%	<b>44%</b>	-	-	-	-	-	51%	75%	45%	75%	51%	55%
At Masters Grade Level	2019	24%	22%	<b>20%</b>	-	-	-	-	-	19%	-	19%	*	19%	18%
	2018	22%	18%	<b>20%</b>	-	-	-	-	-	8%	13%	6%	63%	8%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	<b>77%</b>	-	-	-	-	-	78%	-	78%	*	78%	79%
	2018	74%	75%	<b>77%</b>	-	-	-	-	-	94%	*	93%	*	94%	95%
At Meets Grade Level or Above	2019	48%	50%	<b>44%</b>	-	-	-	-	-	50%	-	50%	*	50%	48%
	2018	46%	46%	<b>50%</b>	-	-	-	-	-	56%	*	50%	*	56%	64%
At Masters Grade Level	2019	21%	21%	<b>21%</b>	-	-	-	-	-	28%	-	28%	*	28%	27%
	2018	19%	19%	<b>24%</b>	-	-	-	-	-	6%	*	7%	*	6%	23%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	<b>79%</b>	-	-	-	-	-	81%	-	81%	*	81%	82%
	2018	81%	78%	<b>76%</b>	-	-	-	-	-	83%	*	79%	*	83%	86%
At Meets Grade Level or Above	2019	52%	49%	<b>44%</b>	-	-	-	-	-	41%	-	41%	*	41%	39%
	2018	50%	42%	<b>42%</b>	-	-	-	-	-	50%	*	43%	*	50%	50%
At Masters Grade Level	2019	26%	25%	<b>23%</b>	-	-	-	-	-	16%	-	16%	*	16%	15%
	2018	24%	18%	<b>19%</b>	-	-	-	-	-	11%	*	7%	*	11%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	<b>58%</b>	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	66%	60%	<b>*</b>	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	<b>31%</b>	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	41%	60%	<b>*</b>	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	<b>5%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	40%	<b>*</b>	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	<b>64%</b>	-	-	-	-	-	82%	-	82%	*	82%	83%
	2018	80%	80%	<b>66%</b>	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	52%	<b>35%</b>	-	-	-	-	-	36%	-	36%	*	36%	33%
	2018	51%	46%	<b>32%</b>	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	24%	<b>13%</b>	-	-	-	-	-	9%	-	9%	*	9%	8%
	2018	23%	17%	<b>7%</b>	-	-	-	-	-	*	-	*	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>64%</b>	-	-	-	-	-	60%	-	60%	*	60%	58%
	2018	69%	66%	<b>62%</b>	-	-	-	-	-	71%	100%	65%	*	71%	72%
All Grades ELA/Reading	2019	68%	71%	<b>57%</b>	-	-	-	-	-	60%	-	60%	*	60%	57%
	2018	69%	66%	<b>61%</b>	-	-	-	-	-	77%	*	73%	*	77%	80%
All Grades Mathematics	2019	70%	72%	<b>71%</b>	-	-	-	-	-	60%	-	60%	*	60%	60%
	2018	70%	66%	<b>63%</b>	-	-	-	-	-	67%	*	58%	*	67%	65%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	<b>31%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	38%	37%	<b>38%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	40%	<b>27%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	35%	<b>28%</b>	-	-	-	-	-	*	*	*	-	*	*

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 664  
 Grade Span: EE - 06  
 School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	92%	97%	95%	-	*	-	100%	98%	94%	94%
Not Included in Accountability													
Mobile	4%	5%	<b>5%</b>	8%	3%	5%	-	*	-	0%	2%	6%	6%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	92%	<b>89%</b>	79%	97%	93%	-	*	-	100%	87%	84%	100%
Not Included in Accountability													
Mobile	4%	7%	<b>11%</b>	21%	3%	7%	-	*	-	0%	13%	16%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	96.1%	<b>96.1%</b>	95.8%	96.4%	96.1%	*	*	*	96.4%	95.3%	95.6%	97.1%
2017-18	95.4%	96.3%	<b>96.6%</b>	96.7%	96.5%	96.5%	*	*	*	97.0%	96.3%	96.0%	96.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

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

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

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

District Name: CRANDALL ISD  
Campus Name: BARBARA WALKER EL  
Campus Number: 129901103

Total Students: 574  
Grade Span: EE - 06  
School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	574	100.0%	4,573	5,479,173	576	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	3	0.5%	0.3%	0.3%	4	0.7%	0.5%	0.5%
Pre-Kindergarten	18	3.1%	3.7%	4.5%	18	3.1%	3.6%	4.5%
Kindergarten	74	12.9%	7.0%	7.0%	74	12.8%	7.0%	7.0%
Grade 1	74	12.9%	7.0%	7.1%	74	12.8%	7.0%	7.1%
Grade 2	76	13.2%	7.4%	7.1%	76	13.2%	7.4%	7.1%
Grade 3	82	14.3%	7.0%	7.1%	82	14.2%	6.9%	7.1%
Grade 4	84	14.6%	7.8%	7.3%	85	14.8%	7.8%	7.3%
Grade 5	81	14.1%	7.4%	7.6%	81	14.1%	7.4%	7.6%
Grade 6	82	14.3%	8.0%	7.7%	82	14.2%	8.0%	7.7%
Grade 7	0	0.0%	7.5%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	8.2%	7.5%	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	6.6%	6.9%	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.1%	6.4%	0	0.0%	6.3%	6.4%
Ethnic Distribution:								
African American	191	33.3%	18.7%	12.6%	191	33.2%	18.7%	12.6%
Hispanic	123	21.4%	31.9%	52.8%	124	21.5%	31.8%	52.8%
White	226	39.4%	45.7%	27.0%	227	39.4%	45.8%	27.0%
American Indian	3	0.5%	0.4%	0.4%	3	0.5%	0.4%	0.4%
Asian	2	0.3%	0.5%	4.6%	2	0.3%	0.5%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	28	4.9%	2.7%	2.5%	28	4.9%	2.7%	2.5%
Sex:								
Female	269	46.9%	47.7%	48.8%	270	46.9%	47.7%	48.8%
Male	305	53.1%	52.3%	51.2%	306	53.1%	52.3%	51.2%
Economically Disadvantaged	282	49.1%	52.8%	60.3%	283	49.1%	52.7%	60.2%
Non-Educationally Disadvantaged	292	50.9%	47.2%	39.7%	293	50.9%	47.3%	39.8%
Section 504 Students	31	5.4%	8.2%	6.9%	31	5.4%	8.2%	6.9%
English Learners (EL)	44	7.7%	13.5%	20.3%	44	7.6%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	6	0.8%	2.2%	1.5%				
Students w/ Dyslexia	17	3.0%	4.8%	4.1%	17	3.0%	4.8%	4.1%
Foster Care	2	0.3%	0.4%	0.3%	2	0.3%	0.4%	0.3%
Homeless	3	0.5%	0.2%	1.4%	3	0.5%	0.2%	1.4%
Immigrant	4	0.7%	0.5%	2.3%	4	0.7%	0.5%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	3	0.5%	43.2%	65.1%	3	0.5%	43.2%	65.1%
Military Connected	10	1.7%	2.2%	1.9%	10	1.7%	2.2%	1.9%
At-Risk	256	44.6%	42.6%	50.6%	256	44.4%	42.6%	50.5%

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	41	7.1%	13.1%	20.6%	41	7.1%	13.1%	20.6%
Career & Technical Education	0	0.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	-	70.4%	50.8%
Gifted & Talented Education	27	4.7%	5.6%	8.1%	27	4.7%	5.6%	8.1%
Special Education	65	11.3%	11.7%	10.5%	67	11.6%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	32.3%	45.3%	42.4%				
Students with Physical Disabilities	26	40.0%	21.8%	21.4%				
Students with Autism	8	12.3%	10.8%	13.8%				
Students with Behavioral Disabilities	10	15.4%	20.7%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	77	13.3%	12.4%	15.3%				
By Ethnicity:								
African American	36	6.2%						
Hispanic	12	2.1%						
White	28	4.8%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	153	26.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.7%	7.8%	1.6%	40.0%	24.1%	5.5%
Grade 1	4.5%	3.8%	2.9%	0.0%	7.5%	4.9%
Grade 2	1.3%	1.2%	1.6%	0.0%	3.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	1.9%	0.5%
Grade 6	0.0%	0.0%	0.4%	10.0%	2.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	3.9%	7.8%	-	2.9%	13.1%

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.5	17.1	19.0
Grade 1	18.0	22.3	18.9
Grade 2	19.2	19.0	18.8
Grade 3	20.5	20.2	19.0
Grade 4	21.0	19.8	19.2
Grade 5	20.5	21.4	20.9
Grade 6	20.5	20.6	20.4
Secondary:			
English/Language Arts	-	16.1	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	17.2	17.8
Science	-	18.6	18.8
Social Studies	-	17.9	19.3

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Staff Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	53.0	100.0%	100.0%	100.0%
Professional Staff:	45.0	84.9%	67.0%	63.7%
Teachers	37.0	69.8%	51.4%	49.4%
Professional Support	5.0	9.4%	9.9%	10.2%
Campus Administration (School Leadership)	3.0	5.7%	4.0%	3.0%
Educational Aides:	8.0	15.1%	12.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	5.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	12.0	22.6%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	8.1%	7.8%	10.8%
Hispanic	2.0	5.4%	5.2%	28.1%
White	32.0	86.5%	84.7%	57.7%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	5.4%	20.0%	23.8%
Females	35.0	94.6%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	31.0	83.8%	74.9%	73.4%
Masters	6.0	16.2%	23.5%	24.5%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.1%	6.5%	7.4%
1-5 Years Experience	17.0	45.9%	35.8%	27.9%
6-10 Years Experience	6.0	16.2%	21.9%	19.4%
11-20 Years Experience	10.0	27.0%	24.4%	29.4%
Over 20 Years Experience	1.0	2.7%	11.4%	15.9%
Number of Students per Teacher	15.5	n/a	14.9	15.1

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	4.0	6.3	6.2
Average Years Experience of Principals with District	4.0	6.3	5.3
Average Years Experience of Assistant Principals	2.0	3.9	5.3
Average Years Experience of Assistant Principals with District	2.0	2.8	4.7
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	6.9	9.6	11.1
Average Years Experience of Teachers with District:	4.4	4.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$50,010	\$50,517	\$49,868
1-5 Years Experience	\$51,443	\$52,048	\$52,823
6-10 Years Experience	\$52,564	\$53,628	\$55,756
11-20 Years Experience	\$55,240	\$56,639	\$59,308
Over 20 Years Experience	\$65,395	\$65,861	\$65,449
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$52,912	\$54,993	\$57,091
Professional Support	\$66,064	\$65,280	\$67,352
Campus Administration (School Leadership)	\$66,527	\$73,974	\$82,512
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CRANDALL ISD  
 Campus Name: BARBARA WALKER EL  
 Campus Number: 129901103

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

Total Students: 574  
 Grade Span: EE - 06  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.7%	3.8%	6.5%
Career & Technical Education	0.0	0.0%	6.2%	5.0%
Compensatory Education	1.0	2.7%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	32.0	86.5%	70.9%	70.9%
Special Education	3.0	8.1%	13.0%	9.3%
Other	0.0	0.0%	2.4%	3.6%

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

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

## Campus : Barbara Walker EL

P O Box 128  
 Crandall, TX 75114-0128  
 (972) 427-6030 Phone  
 (972) 427-6031 Fax

### District Information

Offers the ASVAB test

### Programs of Study

(014) - Culinary Arts

### Gifted and Talented Programs

(01) - Pull-out

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

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

#### Student Total

	Count	Percent
<b>Student Total</b>	<b><a href="#">517</a></b>	<b>100%</b>
Early Education Grade	<a href="#">6</a>	1.16%
Pre-Kindergarten Grade	<a href="#">23</a>	4.45%
Kindergarten Grade	<a href="#">57</a>	11.03%
1st Grade	<a href="#">74</a>	14.31%
2nd Grade	<a href="#">75</a>	14.51%
3rd Grade	<a href="#">74</a>	14.31%
4th Grade	<a href="#">68</a>	13.15%
5th Grade	<a href="#">59</a>	11.41%
6th Grade	<a href="#">81</a>	15.67%

**Student Demographics** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
<b>Gender</b>		
Female	<a href="#">246</a>	47.58%
Male	<a href="#">271</a>	52.42%
<b>Ethnicity</b>		
Hispanic-Latino	<a href="#">156</a>	30.17%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	<a href="#">1</a>	0.19%
Black - African American	<a href="#">191</a>	36.94%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">135</a>	26.11%
Two-or-More	<a href="#">34</a>	6.58%

**Student by Program** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	<a href="#">43</a>	8.32%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	<a href="#">1</a>	0.19%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	<a href="#">37</a>	7.16%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	<a href="#">3</a>	0.58%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	<a href="#">28</a>	5.42%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	<a href="#">81</a>	15.67%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	<a href="#">517</a>	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	<a href="#">20</a>	3.87%

**Economic Disadvantage****Special Services** (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<a href="#">10</a>	12.35%
Auditory impairment	0	0.00%
Visual impairment	<a href="#">1</a>	1.23%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	<a href="#">1</a>	1.23%
Learning disability	<a href="#">24</a>	29.63%
Speech impairment	<a href="#">21</a>	25.93%
Autism	<a href="#">15</a>	18.52%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	<a href="#">9</a>	11.11%
<b>Instructional Settings</b>		
Speech Therapy code (00)	<a href="#">21</a>	25.93%
Homebound code (01)	<a href="#">2</a>	2.47%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">23</a>	28.40%
Resource Room codes (41, 42)	<a href="#">14</a>	17.28%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	<a href="#">12</a>	14.81%
Full-Time Early Childhood code (45)	<a href="#">9</a>	11.11%
Nonpublic Day School code (60)	0	0.00%

**Staff Information** (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

	Count	Percent
--	-------	---------

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
<b>Economic Disadvantage Total</b> (Economic-Disadvantage-Code = 01,02,99)	<a href="#">270</a>	52.22%
Free Meals (Economic-Disadvantage-Code = 01)	<a href="#">231</a>	44.68%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	<a href="#">39</a>	7.54%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
<b>Homeless Statuses</b>		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	0	0.00%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	0	0.00%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	0	0.00%

Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	<a href="#">78</a>	15.09%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	<a href="#">1</a>	0.19%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	<a href="#">10</a>	1.93%
Foster Care (Foster-Care-Indicator-Code = 1,2)	<a href="#">1</a>	0.19%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	<a href="#">22</a>	4.26%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	<a href="#">28</a>	5.42%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	0	0%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	0	%
Teacher (Role ID = 087 AND Object Code = 6119)	0	%
Educational Aide (Role ID = 033 AND Object Code = 6129)	0	%
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%

**Crandall Independent School District**  
**Nola Kathryn Wilson Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Wilson Elementary's Mission is to inspire children through personal relationships to achieve their academic potential by providing effective instruction with appropriate interventions.

## Vision

Our vision is to educate children to achieve academic, social, and emotional success.

## Core Beliefs

- provide a safe, yet challenging environment for our students
- uphold a positive school climate and culture
- develop and maintain positive relationships within our school community
- provide differentiated goals for all students so that each student can reach their full potential
- foster professional development, teacher collaboration, and teacher input to attain maximum growth and achievement for our staff and students

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# Comprehensive Needs Assessment

## Needs Assessment Overview

There have been inconsistencies in instructional practices due to COVID protocols. There have also been gaps in data due to the state of disaster being declared. This year is an opportunity for Wilson Elementary to realign our practices with our campus mission and vision. As a campus we are focusing on quality tier 1 instruction in order to decrease the number in tier 2 and tier 3 interventions. With this focus we are seeing the need to also gather informal and formal data to monitor and adjust as needed. The need for professional learning communities, coaching practices, professional development to all support the goal of ensuring that students are getting the best first instruction and evidence of learning shows growth for each child.

# Demographics

## Demographics Summary

Nola Kathryn Wilson Elementary School serves grades Pre Kindergarten through sixth servicing 628 students in the 19-20 school year. The staff at Nola Kathryn Wilson Elementary School include 43 teachers, 6 paraprofessionals, and 2 administrators. The staff population is 87.3% white, 4.76% African American, and 7.94% Hispanic. There are 98.41% females and 1.59% males teaching at Wilson. The highest degree held by teachers are 19.05% with a Masters and 65.08% with a Bachelors. The years of experience is 23.4% with 1-5 years, 32.3% with 6-10 years, 27.8% with 11-20 years and 16.5% with over 20 years.

The student population is 65 % White, 3% African American, 28% Hispanic, 2.40% Two or More. The student population remains at a consistent ethnic distribution. Additionally, the campus serves 49% economically disadvantaged students, 8.1% Gifted and Talented learners, 12.3 % special education students, 6.7% students with Dyslexia, 36.6% at-risk, and 12.9 % Limited English Proficient students. Attendance rates are at 96% include 99.44% African American, 96.04% Hispanic, 95.81% White, and 95.66% economically disadvantaged. Attendance is lower than it has been in the past. The most current data indicate the campus has a 7.38% mobility rate.

## Demographics Strengths

81.4% teachers with a bachelors versus 73.4% at the state level.

0% beginning teachers versus 7.4 at state level

32.6% with 6-10 years experience versus 19.4% at the state level.

Average class size in grades Kinder through 4th all below 20 students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Average attendance rate remains within 96% range. **Root Cause:** Due to flu, COVID, and other unforeseen illnesses.

**Problem Statement 3:** Student Hispanic population is 28.2% versus the teaching Hispanic population at 2.3% **Root Cause:** Difficulty recruiting quality applicants.

**Problem Statement 4:** Kindergarten through 2nd grade retention percentages are higher than the state percentage. **Root Cause:** Parent requests.

**Problem Statement 5:** Spanish speaking staff members need to increase to meet the needs of Spanish-speaking families and students. **Root Cause:** Hiring practices need to attract bilingual applicants.

# Student Learning

## Student Learning Summary

### Grade 3

Reading-76% Approaches, 46% Meets, 17% Masters

Math-71% Approaches, 29% Meets, 11% Masters

### Grade 4

Reading-75% Approaches, 51% Meets, 26% Masters

Math-68% Approaches, 51% Meets, 31% Masters

Writing-59% Approaches, 36% Meets, 7% Masters

### Grade 5

Reading-81% Approaches, 53% Meets, 37% Masters

Math-71% Approaches, 47% Meets, 23% Masters

Science-73% Approaches, 37% Meets, 16% Masters

## Student Learning Strengths

There is no STAAR data for the 2019-2020 school year.

3rd grade Reading exceeded district data in the area of meets and masters.

3rd grade Math exceeded district data in the area of approaches.

4th grade Reading exceeded district data in the area of approaches, meets, and masters.

4th grade Math exceeded district data in the area of approaches, meets, and masters.

5th grade Reading exceeded district data in the area of approaches, meets, and masters.

5th grade Math exceeded district data in the area of approaches, meets, and masters.

5th grade Science exceeded district data in the area of approaches, meets, and masters.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** EL students not performing as well on the speaking area as the listening, writing, and reading areas of TELPAS. Only 57% of all EL students made progress according to TELPAS data. **Root Cause:** Not providing enough opportunity to build academic and social speaking skills. Not incorporating EL strategies into daily lesson plans.

**Problem Statement 2:** Students performed below the masters district average on 3rd grade Reading. **Root Cause:** Not identifying the high achievers and challenging them learning through differentiation.

**Problem Statement 3:** 3rd grade Math percentage of students meeting and mastering STAAR was lower than district average. **Root Cause:** Larger gaps due to COVID and attendance concerns.

**Problem Statement 4 (Prioritized):** STAAR performance decrease from 2019 of 59% to 2021 of 45%. **Root Cause:** Virtual learners and learning gaps.

# School Processes & Programs

## School Processes & Programs Summary

Teachers attend weekly meetings for professional development in the areas of instruction, discipline, classroom management, lesson planning, and data disaggregation.

Teachers assess students using

- district developed six week unit assessments, MAP, and BAS
- Istation
- TELPAS
- STAAR
- TPRI
- Tx KEA

Leadership team reviews lesson plans each Thursday for the upcoming week. Feedback is offered to teachers regarding the plans.

District Instructional Specialist are on campus every Monday and are available to all new teachers for support in lesson planning, classroom management, organization, etc.

Campus Instructional Playbook Team is responsible for establishing and training the Wilson staff on instructional expectations and strategies.

During week 1 teachers were given the opportunity to determine individual student needs by looking through the cumulative folders, Skyward, Aware, and reviewing previous testing data. Teachers completed a data sheet for each student.

ESL data folders will be maintained for each ESL student throughout the school year. Teachers will write a goal each six weeks and track student progress through Proficiency Learning Descriptors.

Wilson Playbook

Weekly admin meetings

GT pulled weekly for additional opportunities to complete project based learning and STEAM activities

TTESS- goal setting, preconference, observation, post conference, middle of the year reflection, summative

New teacher mentor program training with Region 10

Job Fair Committee

After school tutorials 2 x per week

Master Schedule

Student of the Six weeks

Calendered Safety Drills

Campus morning meeting daily/Classroom morning meeting daily

7 Mindsets (Social Emotional) lesson weekly

Weekly PLC meetings- K-2 lesson planning and data, 3-6 ongoing RTI looking at student academics, attendance, behavior, and reflect on instructional practices.

### **School Processes & Programs Strengths**

The administrative team is supportive of the teachers and staff.

The administrative team leads by example when planning and implementing engaging training for staff.

New teachers or teachers that are new to a subject have support from a mentor and the district instructional coaches.

The administrative team is organized and structured in all areas of campus planning and schedules.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Increase in classroom behaviors that disrupt teacher instruction or learning. **Root Cause:** Students not being able to collaborate with hands on materials with COVID protocols.

**Problem Statement 2:** Watch DOGS and parent volunteers unable to participate. **Root Cause:** COVID protocols limit parent involvement.

**Problem Statement 3:** RtI procedures did not adequately provide enough time to discuss student concerns and progress monitoring. **Root Cause:** Held during 45 minute conference time.

**Problem Statement 4 (Prioritized):** Quality tier 1 instruction has not been consistent across the campus. **Root Cause:** Content knowledge and expertise.

# Perceptions

## Perceptions Summary

Teachers conduct parent conferences, send weekly newsletters and work in teams for communicating with parents.

As a campus, we consistently and effectively communicate through the campus website, Twitter, Facebook, weekly newsletter and "year at a glance."

Staff contribute to weekly affirmations of all staff members.

PTO has an area of the workroom for parents to volunteer.

High School Ready, Set, Teach work with students and teachers.

Administrators conducted 1 on 1 staff conferences as a check-in at the beginning of the school year.

Leadership team is responsible for conducting climate checks and determining grade level staff needs. Leadership team meets once a six weeks for a time of reflection and planning.

Teacher survey sent out at the end of each semester to gather data.

Parent open forum once a month to provide feedback or ask any questions.

Parent survey was sent out at the of the school year.

We have an active Parent Teacher Organization.

## Perceptions Strengths

Each grade level sends a newsletter home weekly/monthly to keep parents informed.

The campus sends a weekly eblast newsletter to parents that contains important information and events.

The campus offers a variety of academic nights, open house, and family nights.

High school students are preparing and teaching lessons.

Staff members were able to feel heard and express concerns or needs in a safe environment.

Teachers report that they feel valued and that there is an open door policy for collaboration.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The BAC unit contains 17 total students with one certified teacher. **Root Cause:** The unit services students identified with autism, emotional disturbance and OHI. Teacher shortages.

**Problem Statement 2:** EL students not performing as well on the speaking area as the listening, writing, and reading areas of TELPAS. Only 57% of all EL students made progress according to TELPAS data. **Root Cause:** Not providing enough opportunity to build academic and social speaking skills. Not incorporating EL strategies into daily lesson plans.

**Problem Statement 3:** No opportunity for parent involvement. **Root Cause:** COVID procedures.

# Priority Problem Statements

**Problem Statement 1:** Average attendance rate remains within 96% range.

**Root Cause 1:** Due to flu, COVID, and other unforeseen illnesses.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR performance decrease from 2019 of 59% to 2021 of 45%.

**Root Cause 2:** Virtual learners and learning gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Increase in classroom behaviors that disrupt teacher instruction or learning.

**Root Cause 3:** Students not being able to collaborate with hands on materials with COVID protocols.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Quality tier 1 instruction has not been consistent across the campus.

**Root Cause 4:** Content knowledge and expertise.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Communications data
- Study of best practices
- Other additional data

# Goals





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

**Performance Objective 1:** All students will reach high standards, at a minimum attaining proficiency or better in Reading, Writing, Math and Science.

**Evaluation Data Sources:** walk-through reports  
STAAR, MAP and BAS reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and Support Staff will engage in district staff development to increase student performance in Reading and ELA</p> <p><b>Strategy's Expected Result/Impact:</b> implementation of learned skills increased test scores</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I Principal Asst. Principal. Directors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth</p> <p><b>Strategy's Expected Result/Impact:</b> all students growing</p> <p><b>Staff Responsible for Monitoring:</b> DTC, CTC, I-Coach, Counselor, Principal Asst. Principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers reference the TEKS objective for each day at the beginning, during and at the closing of the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in student achievement; increase in student knowledge of TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and Support Staff will engage in district staff development to increase student performance in Math and Science</p> <p><b>Strategy's Expected Result/Impact:</b> implementation of learned skills increased test scores</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I Principal Asst. Principal. Directors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Kindergarten and first grade ELAR teachers will participate in Reading Academy training throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of learned skills increase BAS scores, Tx KEA, and TPRI scores.</p> <p><b>Staff Responsible for Monitoring:</b> District Reading Academy Instructional Coach Asst. Supt. of C &amp; I Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Wilson will provide high quality tiered instruction to all students with appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> increased test results, increased student attendance, decreased discipline</p> <p><b>Staff Responsible for Monitoring:</b> testing data, walk-through data, lesson plan reviews</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** All limited English proficient students (ELLs) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better.

**Evaluation Data Sources:** Compare beginning of the year data to end of the year data (BAS, MAP); report cards; STAAR results  
lesson plans, walk through, T-TESS evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focusing on implementing the ELPS student expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic vocabulary daily assignments; increase in the TELPAS proficiency levels</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, ESL Teachers, Instructional Coaches and Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use campus staff development to help teachers grow and improve the delivery of the ELPS instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in academic vocabulary; lesson plans with detailed ELPS instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and ESL Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize hands-on experiences to transition from classroom to real world vocabulary</p> <p><b>Strategy's Expected Result/Impact:</b> increased academic vocabulary in daily assignments; increase in TELPAS proficiency levels</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ESL teacher and instructional aide will use a push-in model co-teach model versus a pull-out model for instruction to support general education teachers in providing high quality Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores Increased STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> General education classroom teachers will be responsible for creating a reading, writing, speaking, and listening goal based on PLDs for each ESL student in their class with a plan to help students reach their goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RTI chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 3:** Wilson Elementary will focus on ensuring all students are receiving quality researched based Tier 1 instruction.

**Evaluation Data Sources:** MAP, BAS, TPRI, local and state assessments.

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

**Performance Objective 4:** Wilson will implement district curriculum and resources with fidelity for all subject areas and grade levels.

**Evaluation Data Sources:** Lesson plans, PLC meetings, Walkthroughs, T-TESS

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

**Performance Objective 5:** Wilson will implement 7 Mindsets curriculum with fidelity to support Social Emotional Learning for all students.

**Evaluation Data Sources:** Counselor data, teacher feedback

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

**Performance Objective 6:** Reading Academy practices and phonics instruction will be explicitly taught in the K-2 grade classrooms.





**Evaluation Data Sources:** Lesson plans, campus walkthroughs

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

**Performance Objective 1:** All teachers will be gain ESL certification by the end of the 21-22 school year.

**Evaluation Data Sources:** Certification Lists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire and retain supplemental instructional staff who will work with at-risk learners in core content areas.  <b>Strategy's Expected Result/Impact:</b> Increased state assessment scores  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -  <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers of GT students will have the required training hours and implement GT strategies for differentiation in their classrooms.  <b>Strategy's Expected Result/Impact:</b> increased state assessment scores of GT students  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Asst. Supt. of C&amp;I, GT Coordinator, Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will actively participate in training on the needs and strategies of dyslexic learners.  <b>Strategy's Expected Result/Impact:</b> increased state assessment scores of dyslexic students  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Asst. Supt. of C&amp;I, Director of Intervention Services, Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -  <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Instructional playbook team will create an instructional plan that is documented, communicated, and implemented by the entire campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased daily grades Increased unit assessment scores Increased scores on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize mentor teachers for new teacher or teachers new to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of HR, Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Wilson will provide ongoing opportunities for learning and growth to all staff members throughout the year.

**Evaluation Data Sources:** PLC agendas, sign in sheets, T-TESS documentation

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

**Performance Objective 3:** Wilson Elementary will support incoming teachers with a mentor that is trained through Region 10.

**Evaluation Data Sources:** Mentor communication logs

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

**Performance Objective 4:** All teachers will earn and/or maintain gifted certification.





**Evaluation Data Sources:** Strive documentation

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

**Performance Objective 1:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Evaluation Data Sources:** Safety drill reports  
 Discipline data  
 PEIMS reports  
 Skyward reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and Support Staff will successfully complete training in the warning signs of and how to report child abuse and neglect, bullying/harassment prevention, dating violence, suicide prevention, conflict resolution and sexual harassment.</p> <p><b>Strategy's Expected Result/Impact:</b> proper reporting procedures are followed</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I            Principal            Asst. Principal            Directors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The student code of conduct will be followed and student behavior standards will be taught to reduce incident of violent and disruptive behavior. (district and campus level)</p> <p><b>Strategy's Expected Result/Impact:</b> reduced discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Asst. Principal District Discipline Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Skyward, SkyAlert, Twitter, and Facebook will be used to provide open lines of communication with parents and community members for safety alerts, informational updates and tools promoting academic achievement for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Director of PR, Principals, Technology, Principals, Asst. Principal., PEIMS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Posted campus procedures (hallway, cafeteria, volume levels) <b>Strategy's Expected Result/Impact:</b> Maintaining a safe environment that is conducive to learning. <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement campus morning meeting and classroom morning meetings. (Counselor's character trait for the week, word of the week, birthdays, events, movement, school song) <b>Strategy's Expected Result/Impact:</b> Increase positive school culture and improve attendance rate <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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





**Performance Objective 2:** Wilson Elementary will provide daily morning meeting at the campus and classroom level to ensure communication and support procedures.

**Evaluation Data Sources:** Teacher survey

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

**Performance Objective 1:** Provide parents the opportunity to be involved and informed with their child's performance in school.

**Evaluation Data Sources:** PTO meetings  
Volunteer records





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with PTO board to discuss events to build positive interactions with our community  <b>Strategy's Expected Result/Impact:</b> Increase in parent, guardian and community involvement in PTO and activities  <b>Staff Responsible for Monitoring:</b> Campus Administration PTO Board  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase participation in UIL, clubs and DI  <b>Strategy's Expected Result/Impact:</b> Increase involvement in activities  <b>Staff Responsible for Monitoring:</b> Campus Administration UIL Coordinator GT/DI Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide numerous opportunities for parents to be active participants in their child's learning through activities. (Watch DOGS, CIP committee, Facebook, Twitter, Weekly eblast)  <b>Strategy's Expected Result/Impact:</b> increased state assessment scores  <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** State Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum.

**Evaluation Data Sources:** Lesson plans, group documentation, intervention group documentation, LLI kit use





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Organize effective acceleration activities to insure success for at-risk students with state assessments both during the school year and in the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, I-Coach, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide proactive activities, supports, supplies and materials to help at-risk students master the curriculum, pass state assessments and reduce the drop-out rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, I-Coach, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify homeless students through the Campus Homeless Liaison and Intervention Specialist and work with the district liaison to provide supplemental support to students identified under McKinney-Vento.</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless students will perform successfully on state assessment</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Registrars, Director of Intervention Services</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide 1 to 1 technology for all student to assist with accessing the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Asst. Principal., I-Coach, Technology Dept., Asst. Supt. of C&amp;I</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I, Principal, Asst. Principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 2:** Federal Funds will be used appropriately to improve success of economically disadvantaged students with the core curriculum.

**Evaluation Data Sources:** Sign in sheets, Eduphoria records, walk throughs, T-TESS goal setting and appraisals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the campus staff development plan to help teachers grow and improve in the delivery of the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> teachers implementing learning into the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal., I-Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parents the opportunity to be involved and informed with their child's performance in school.</p> <p><b>Strategy's Expected Result/Impact:</b> increased state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Director of PR, principal, Asst. Principal., I-Coach, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide transition activities for students and parents that are moving from one campus to another or from one program to another to insure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> successful transition for each student</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I, Principal, Asst. Principal., Counselor, Classroom Teacher, Director of PR</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** Campus funds will be used to support campus initiatives, virtual and face to face student success, and teacher growth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher and staff professional growth- opportunity to attend conferences, provide high quality, research based learning for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention, increased test scores, increase staff morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casey Koller	Reading Lab Aide		

# Addendums

**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	45
College, Career and Military Readiness	N/A
Graduation Rate	N/A
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 51.8%)	45
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	25%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	99%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	366	366	82	100		914	
Approaches GL or Above	278	261	48	73		660	72%
Meets GL or Above	166	148	30	37		381	42%
Masters GL	87	76	6	16		185	20%
Total Percentage Points							134%
<b>Component Score</b>							<b>45</b>

**Texas Education Agency  
2021 STAAR Performance  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	72%	62%	61%	77%	63%	100%	-	76%	65%	62%	65%	41%	73%	75%	66%
At Meets GL Standard or Above	42%	48%	24%	48%	50%	100%	-	50%	32%	27%	29%	15%	33%	45%	35%
At Masters GL Standard	20%	29%	9%	24%	38%	71%	-	32%	14%	11%	11%	6%	20%	22%	16%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	660	13	160	449	5	7	-	26	281	91	102	45	29	475	185
At Meets GL Standard or Above	381	10	64	279	4	7	-	17	139	40	46	16	13	282	99
At Masters GL Standard	185	6	23	137	3	5	-	11	60	16	18	7	8	139	46
Total Tests	914	21	263	581	8	7	-	34	432	147	158	109	40	633	281
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	* 100%		-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	76%	63%	67%	80%	*	*	-	86%	71%	70%	73%	55%	88%	79%	70%
At Meets GL Standard or Above	45%	50%	25%	53%	*	*	-	57%	36%	26%	29%	18%	31%	49%	37%
At Masters GL Standard	24%	50%	11%	27%	*	*	-	36%	18%	13%	15%	9%	19%	26%	18%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	278	5	72	184	*	*	-	12	123	43	48	24	14	201	77
At Meets GL Standard or Above	166	4	27	122	*	*	-	8	62	16	19	8	5	125	41
At Masters GL Standard	87	4	12	61	*	*	-	5	32	8	10	4	3	67	20
Total Tests	366	8	108	230	*	*	-	14	174	61	66	44	16	256	110
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	99%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	71%	63%	60%	77%	*	*	-	64%	62%	59%	62%	39%	69%	75%	64%
At Meets GL Standard or Above	40%	50%	26%	47%	*	*	-	36%	30%	31%	33%	16%	38%	43%	35%
At Masters GL Standard	21%	25%	8%	25%	*	*	-	36%	13%	10%	9%	5%	25%	21%	20%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	261	5	65	178	*	*	-	9	108	36	41	17	11	191	70
At Meets GL Standard or Above	148	4	28	107	*	*	-	5	53	19	22	7	6	109	39
At Masters GL Standard	76	2	9	57	*	*	-	5	22	6	6	2	4	54	22

**Texas Education Agency  
2021 STAAR Performance  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Total Tests	366	8	108	230	*	*	-	14	174	61	66	44	16	256	110	
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	99%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	99%	
<b>Writing</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	59%	*	36%	65%	-	*	-	*	47%	31%	36%	0%	60%	60%	55%	
At Meets GL Standard or Above	37%	*	14%	42%	-	*	-	*	24%	15%	14%	0%	40%	42%	28%	
At Masters GL Standard	7%	*	5%	9%	-	*	-	*	5%	8%	7%	0%	20%	11%	0%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	48	*	8	36	-	*	-	*	18	4	5	0	3	32	16	
At Meets GL Standard or Above	30	*	3	23	-	*	-	*	9	2	2	0	2	22	8	
At Masters GL Standard	6	*	1	5	-	*	-	*	2	1	1	0	1	6	0	
Total Tests	82	*	22	55	-	*	-	*	38	13	14	8	5	53	29	
<b>Participation</b>																
% participation 2018-19	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	
% participation 2020-21	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	
<b>Science</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	73%	*	60%	77%	*	-	-	*	70%	67%	67%	31%	*	75%	69%	
At Meets GL Standard or Above	37%	*	24%	41%	*	-	-	*	33%	25%	25%	8%	*	38%	34%	
At Masters GL Standard	16%	*	4%	21%	*	-	-	*	9%	8%	8%	8%	*	18%	13%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	73	*	15	51	*	-	-	*	32	8	8	4	*	51	22	
At Meets GL Standard or Above	37	*	6	27	*	-	-	*	15	3	3	1	*	26	11	
At Masters GL Standard	16	*	1	14	*	-	-	*	4	1	1	1	*	12	4	
Total Tests	100	*	25	66	*	-	-	*	46	12	12	13	*	68	32	
<b>Participation</b>																
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%	
% participation 2020-21	99%	*	96%	100%	*	-	-	*	100%	100%	100%	100%	*	99%	100%	
<b>Social Studies</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Texas Education Agency  
2021 STAAR Performance  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Texas Education Agency  
2021 Relative Performance  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

<b>% Economically Disadvantaged</b>	<b>STAAR Performance</b>
51.8	45

**Texas Education Agency  
2021 Closing the Gaps  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	Yes		No	No					Yes	Yes	No		Yes	No		
% at Meets GL Standard or Above	45%	50%	25%	53%	*	*	-	57%	36%	29%	18%	31%	49%	37%		
# at Meets GL Standard or Above	166	4	27	122	*	*	-	8	62	19	8	5	125	41		
Total Tests	366	8	108	230	*	*	-	14	174	66	44	16	256	110		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No		No	No					No	No	No		No	No		
% at Meets GL Standard or Above	40%	50%	26%	47%	*	*	-	36%	30%	33%	16%	38%	43%	35%		
# at Meets GL Standard or Above	148	4	28	107	*	*	-	5	53	22	7	6	109	39		
Total Tests	366	8	108	230	*	*	-	14	174	66	44	16	256	110		
<b>Total Indicators</b>															4	16
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										Yes						
TELPAS Progress Rate										57%						
TELPAS Progress										41						
TELPAS Total										72						
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No		No	No				No	No	No	No	No	No	No		
STAAR Component Score	45	46	31	50	50	90	-	53	37	35	21	42	47	39		
% at Approaches GL Standard or Above	72%	62%	61%	77%	63%	100%	-	76%	65%	65%	41%	73%	75%	66%		
% at Meets GL Standard or Above	42%	48%	24%	48%	50%	100%	-	50%	32%	29%	15%	33%	45%	35%		

**Texas Education Agency  
2021 Closing the Gaps  
NOLA KATHRYN WILSON EL (129901102) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	20%	29%	9%	24%	38%	71%	-	32%	14%	11%	6%	20%	22%	16%		
Total Tests	914	21	263	581	8	7	-	34	432	158	109	40	633	281		
<b>Total Indicators</b>															<b>0</b>	<b>10</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	378	6	103	255	*	*	-	10	165	50	59	12	246	132		
Total Tests	378	6	103	255	*	*	-	10	165	50	59	12	246	132		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	377	6	103	254	*	*	-	10	164	50	58	12	246	131		
Total Tests	377	6	103	254	*	*	-	10	164	50	58	12	246	131		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>ELA/Reading</b>																
% Participation	99%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	99%	99%
# Participants	374	8	111	235	*	*	-	14	177	67	46	16	262	112		
Total Tests	376	8	112	236	*	*	-	14	178	67	46	16	263	113		
<b>Mathematics</b>																
% Participation	99%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	99%	99%
# Participants	373	8	110	235	*	*	-	14	177	66	45	16	261	112		
Total Tests	375	8	111	236	*	*	-	14	178	66	45	16	262	113		

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Wilson	82	45	32	76	46	17

4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Wilson	87	58	32	75	51	26

5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Wilson	92	63	38	81	53	37

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Wilson	84	55	32	71	29	11

4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Wilson	88	66	47	68	51	31

5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Wilson	96	60	39	71	47	23

4th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Wilson	71	37	12	59	36	7

5th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Wilson	88	63	31	73	37	16

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	NOLA KATHRYN WILSON EL
<b>Campus Number</b>	129901102

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	52	59		45

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	61	82		
Relative Performance (STAAR Performance and CCMR)	52	59		45
Relative Performance (% EcoDis)	38.1%	44.1%		51.8%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	88%	94%		25%
Growth Status	8%	100%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	88%	90%		0%

## 2021 English Language Proficiency Status

<b>Campus Name</b>	<b>Wilson Elementary</b>
<b>9-Digit Campus Number</b>	<b>129901102</b>

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

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

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

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

# 2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **NOLA KATHRYN WILSON EL**

Campus Number: **129901102**

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

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District Name: CRANDALL ISD  
Campus Name: NOLA KATHRYN WILSON EL  
Campus Number: 129901102

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

Total Students: 628  
Grade Span: PK - 06  
School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	82%	<b>82%</b>	*	64%	86%	*	-	-	*	64%	*	86%	65%	73%	56%
	2018	77%	74%	<b>76%</b>	*	65%	78%	-	*	-	*	57%	-	75%	77%	68%	83%
At Meets Grade Level or Above	2019	45%	48%	<b>45%</b>	*	27%	50%	*	-	-	*	27%	*	50%	25%	27%	11%
	2018	43%	40%	<b>34%</b>	*	22%	39%	-	*	-	*	14%	-	35%	31%	26%	42%
At Masters Grade Level	2019	27%	29%	<b>32%</b>	*	18%	34%	*	-	-	*	9%	*	35%	20%	20%	11%
	2018	25%	26%	<b>23%</b>	*	9%	28%	-	*	-	*	14%	-	21%	27%	16%	25%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	83%	<b>84%</b>	*	77%	89%	*	-	-	*	45%	*	88%	70%	76%	67%
	2018	78%	75%	<b>78%</b>	*	65%	83%	-	*	-	*	57%	-	79%	77%	68%	67%
At Meets Grade Level or Above	2019	49%	52%	<b>55%</b>	*	50%	58%	*	-	-	*	9%	*	57%	50%	51%	44%
	2018	47%	40%	<b>40%</b>	*	17%	48%	-	*	-	*	14%	-	42%	35%	29%	33%
At Masters Grade Level	2019	25%	23%	<b>32%</b>	*	23%	36%	*	-	-	*	9%	*	32%	30%	22%	11%
	2018	23%	17%	<b>16%</b>	*	4%	19%	-	*	-	*	0%	-	16%	15%	10%	17%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>87%</b>	*	77%	90%	-	*	-	*	53%	*	89%	82%	78%	88%
	2018	73%	76%	<b>84%</b>	*	95%	80%	*	-	-	*	44%	*	78%	92%	76%	88%
At Meets Grade Level or Above	2019	44%	45%	<b>58%</b>	*	38%	62%	-	*	-	*	29%	*	59%	56%	46%	56%
	2018	46%	47%	<b>53%</b>	*	58%	52%	*	-	-	*	22%	*	43%	66%	46%	75%
At Masters Grade Level	2019	22%	23%	<b>32%</b>	*	19%	36%	-	*	-	*	18%	*	30%	35%	27%	38%
	2018	24%	22%	<b>21%</b>	*	11%	26%	*	-	-	*	11%	*	22%	21%	10%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>88%</b>	*	81%	90%	-	*	-	*	65%	*	89%	85%	83%	88%
	2018	78%	73%	<b>81%</b>	*	90%	80%	*	-	-	*	40%	*	75%	90%	76%	100%
At Meets Grade Level or Above	2019	48%	49%	<b>66%</b>	*	54%	69%	-	*	-	*	24%	*	70%	59%	51%	69%
	2018	49%	40%	<b>51%</b>	*	55%	54%	*	-	-	*	20%	*	49%	54%	41%	50%
At Masters Grade Level	2019	28%	32%	<b>47%</b>	*	35%	50%	-	*	-	*	18%	*	48%	44%	39%	44%
	2018	27%	25%	<b>26%</b>	*	15%	31%	*	-	-	*	20%	*	25%	26%	15%	0%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	61%	<b>71%</b>	*	62%	76%	-	*	-	*	35%	*	73%	68%	66%	75%
At Meets Grade Level or Above	2019	35%	33%	<b>37%</b>	*	23%	41%	-	*	-	*	6%	*	43%	26%	27%	38%
At Masters Grade Level	2019	11%	8%	<b>12%</b>	*	4%	12%	-	*	-	*	0%	*	14%	9%	5%	13%
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	84%	<b>92%</b>	*	97%	89%	-	-	-	*	72%	*	89%	95%	89%	100%
	2018	84%	86%	<b>90%</b>	*	80%	93%	-	*	-	*	67%	*	96%	79%	80%	83%

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	54%	51%	<b>63%</b>	*	59%	66%	-	-	-	*	22%	*	59%	68%	42%	67%
	2018	54%	56%	<b>73%</b>	*	60%	78%	-	*	-	*	44%	*	80%	62%	64%	50%
At Masters Grade Level	2019	29%	29%	<b>38%</b>	*	24%	44%	-	-	-	*	0%	*	39%	35%	20%	25%
	2018	26%	27%	<b>36%</b>	*	33%	36%	-	*	-	*	11%	*	33%	41%	32%	17%
Grade 5 Mathematics <sup>A</sup>																	
At Approaches Grade Level or Above	2019	90%	87%	<b>96%</b>	*	100%	94%	-	-	-	*	83%	*	93%	100%	93%	100%
	2018	91%	92%	<b>91%</b>	*	87%	93%	-	*	-	*	56%	*	94%	86%	88%	83%
At Meets Grade Level or Above	2019	58%	48%	<b>60%</b>	*	48%	66%	-	-	-	*	22%	*	64%	55%	47%	42%
	2018	58%	55%	<b>62%</b>	*	60%	64%	-	*	-	*	33%	*	67%	52%	48%	67%
At Masters Grade Level	2019	36%	29%	<b>39%</b>	*	24%	47%	-	-	-	*	11%	*	43%	33%	24%	25%
	2018	30%	23%	<b>21%</b>	*	20%	21%	-	*	-	*	0%	*	18%	24%	8%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	69%	<b>88%</b>	*	86%	88%	-	-	-	*	56%	*	86%	90%	80%	92%
	2018	76%	76%	<b>87%</b>	*	80%	90%	-	*	-	*	67%	*	90%	83%	80%	67%
At Meets Grade Level or Above	2019	49%	42%	<b>63%</b>	*	59%	64%	-	-	-	*	28%	*	59%	68%	47%	58%
	2018	41%	42%	<b>58%</b>	*	40%	62%	-	*	-	*	22%	*	55%	62%	36%	17%
At Masters Grade Level	2019	24%	21%	<b>31%</b>	*	14%	38%	-	-	-	*	6%	*	32%	30%	16%	8%
	2018	17%	18%	<b>27%</b>	*	27%	26%	-	*	-	*	22%	*	22%	34%	16%	17%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	<b>90%</b>	*	89%	92%	-	*	-	*	70%	100%	94%	83%	85%	88%
	2018	69%	73%	<b>77%</b>	*	80%	77%	-	-	-	*	29%	-	82%	68%	75%	79%
At Meets Grade Level or Above	2019	37%	48%	<b>63%</b>	*	50%	67%	-	*	-	*	30%	0%	69%	53%	59%	63%
	2018	39%	42%	<b>47%</b>	*	40%	50%	-	-	-	*	29%	-	47%	48%	50%	36%
At Masters Grade Level	2019	18%	23%	<b>29%</b>	*	11%	33%	-	*	-	*	10%	0%	31%	23%	22%	0%
	2018	19%	17%	<b>20%</b>	*	13%	22%	-	-	-	*	29%	-	18%	26%	19%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	<b>93%</b>	*	78%	97%	-	*	-	*	70%	100%	98%	83%	89%	75%
	2018	77%	77%	<b>78%</b>	*	67%	81%	-	-	-	*	43%	-	82%	71%	72%	64%
At Meets Grade Level or Above	2019	47%	54%	<b>65%</b>	*	44%	74%	-	*	-	*	20%	80%	72%	53%	37%	50%
	2018	44%	45%	<b>52%</b>	*	47%	53%	-	-	-	*	29%	-	56%	42%	53%	43%
At Masters Grade Level	2019	21%	24%	<b>35%</b>	*	22%	38%	-	*	-	*	0%	40%	37%	30%	15%	13%
	2018	18%	17%	<b>20%</b>	*	27%	19%	-	-	-	*	14%	-	21%	19%	25%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>87%</b>	100%	82%	89%	*	100%	-	80%	61%	93%	88%	84%	81%	84%
	2018	77%	76%	<b>82%</b>	83%	78%	84%	*	100%	-	82%	51%	91%	83%	81%	75%	78%
At Meets Grade Level or Above	2019	50%	48%	<b>57%</b>	86%	46%	62%	*	100%	-	40%	22%	55%	60%	53%	43%	51%
	2018	48%	44%	<b>52%</b>	42%	43%	55%	*	100%	-	27%	26%	64%	52%	51%	44%	44%
At Masters Grade Level	2019	24%	22%	<b>33%</b>	64%	20%	37%	*	100%	-	16%	8%	28%	34%	30%	21%	21%
	2018	22%	18%	<b>23%</b>	17%	16%	25%	*	100%	-	9%	14%	27%	22%	26%	16%	15%

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	79%	<b>88%</b>	100%	82%	89%	*	*	-	90%	64%	92%	89%	84%	81%	84%
	2018	74%	75%	<b>82%</b>	100%	79%	82%	*	*	-	80%	50%	100%	83%	80%	74%	83%
At Meets Grade Level or Above	2019	48%	50%	<b>57%</b>	83%	44%	61%	*	*	-	50%	27%	25%	58%	54%	42%	51%
	2018	46%	46%	<b>51%</b>	40%	43%	55%	*	*	-	30%	28%	80%	50%	53%	46%	48%
At Masters Grade Level	2019	21%	21%	<b>33%</b>	67%	19%	37%	*	*	-	20%	9%	25%	34%	30%	22%	22%
	2018	19%	19%	<b>25%</b>	20%	15%	27%	*	*	-	10%	16%	40%	23%	28%	18%	15%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	82%	<b>90%</b>	100%	85%	92%	*	*	-	80%	68%	92%	92%	87%	85%	84%
	2018	81%	78%	<b>82%</b>	80%	77%	84%	*	*	-	80%	48%	80%	82%	82%	75%	75%
At Meets Grade Level or Above	2019	52%	49%	<b>62%</b>	83%	49%	66%	*	*	-	40%	20%	67%	65%	55%	47%	53%
	2018	50%	42%	<b>51%</b>	40%	42%	55%	*	*	-	20%	24%	60%	53%	46%	43%	45%
At Masters Grade Level	2019	26%	25%	<b>38%</b>	50%	26%	43%	*	*	-	10%	11%	25%	39%	35%	26%	27%
	2018	24%	18%	<b>21%</b>	0%	15%	22%	*	*	-	10%	9%	20%	20%	22%	15%	15%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	66%	<b>71%</b>	*	62%	76%	-	*	-	*	35%	*	73%	68%	66%	75%
At Meets Grade Level or Above	2019	38%	34%	<b>37%</b>	*	23%	41%	-	*	-	*	6%	*	43%	26%	27%	38%
At Masters Grade Level	2019	14%	11%	<b>12%</b>	*	4%	12%	-	*	-	*	0%	*	14%	9%	5%	13%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>88%</b>	*	86%	88%	-	-	-	*	56%	*	86%	90%	80%	92%
	2018	80%	80%	<b>87%</b>	*	80%	90%	-	*	-	*	67%	*	90%	83%	80%	67%
At Meets Grade Level or Above	2019	54%	52%	<b>63%</b>	*	59%	64%	-	-	-	*	28%	*	59%	68%	47%	58%
	2018	51%	46%	<b>58%</b>	*	40%	62%	-	*	-	*	22%	*	55%	62%	36%	17%
At Masters Grade Level	2019	25%	24%	<b>31%</b>	*	14%	38%	-	-	-	*	6%	*	32%	30%	16%	8%
	2018	23%	17%	<b>27%</b>	*	27%	26%	-	*	-	*	22%	*	22%	34%	16%	17%

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	65	<b>84</b>	*	76	85	-	*	-	*	82	*	81	88	81	77
	2018	63	66	<b>72</b>	*	79	70	*	-	-	*	81	*	70	75	69	100
Grade 4 Mathematics	2019	65	71	<b>85</b>	*	88	83	-	*	-	*	68	*	87	82	79	88
	2018	65	61	<b>68</b>	*	80	66	*	-	-	*	39	*	65	73	71	88
Grade 5 ELA/Reading	2019	81	79	<b>84</b>	*	79	87	-	-	-	*	64	*	82	86	83	79
	2018	80	73	<b>68</b>	*	75	63	-	*	-	*	72	*	62	78	74	80
Grade 5 Mathematics	2019	83	85	<b>91</b>	*	79	96	-	-	-	*	86	*	89	94	90	83
	2018	81	71	<b>57</b>	*	53	56	-	*	-	*	56	*	55	61	66	42
Grade 6 ELA/Reading	2019	42	55	<b>61</b>	*	38	66	-	*	-	*	65	40	65	53	58	43
	2018	47	49	<b>49</b>	*	46	50	-	-	-	*	17	-	51	45	49	50
Grade 6 Mathematics	2019	54	66	<b>82</b>	*	61	88	-	*	-	*	75	80	91	67	70	50
	2018	56	58	<b>54</b>	*	47	56	-	-	-	*	58	-	60	43	60	43
All Grades Both Subjects	2019	69	71	<b>82</b>	94	73	84	-	100	-	82	74	75	83	80	79	74
	2018	69	66	<b>61</b>	50	65	60	*	*	-	75	55	65	60	63	64	62
All Grades ELA/Reading	2019	68	71	<b>77</b>	*	68	79	-	*	-	79	71	60	76	77	77	71
	2018	69	66	<b>62</b>	*	68	60	*	*	-	71	61	80	60	66	63	69
All Grades Mathematics	2019	70	72	<b>86</b>	*	78	89	-	*	-	86	77	90	89	82	81	78
	2018	70	66	<b>60</b>	*	62	59	*	*	-	79	50	50	60	60	66	55

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>62%</b>	-	65%	60%	-	-	-	-	52%	58%	88%
	2018	38%	37%	<b>39%</b>	-	71%	27%	-	-	-	*	*	47%	*
Mathematics	2019	45%	40%	<b>63%</b>	-	67%	60%	-	-	-	*	54%	67%	71%
	2018	47%	35%	<b>35%</b>	-	*	32%	*	-	-	*	*	40%	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	<b>89%</b>	*	89%	89%	-	-	-	*	59%	84%	91%
Students Requiring Accelerated Instruction														
	2019	22%	21%	<b>11%</b>	*	11%	11%	-	-	-	*	41%	16%	9%
STAAR Cumulative Met Standard														
	2019	86%	84%	<b>92%</b>	*	97%	89%	-	-	-	*	72%	89%	100%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	78%	<b>90%</b>	*	96%	89%	-	-	-	*	71%	91%	100%
Students Requiring Accelerated Instruction														
	2019	17%	22%	<b>10%</b>	*	4%	11%	-	-	-	*	29%	9%	0%
STAAR Cumulative Met Standard														
	2019	90%	87%	<b>96%</b>	*	100%	94%	-	-	-	*	83%	93%	100%

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

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>87%</b>	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	77%	76%	<b>82%</b>	-	-	-	-	-	79%	79%	80%	*	79%	79%
At Meets Grade Level or Above	2019	50%	48%	<b>57%</b>	-	-	-	-	-	47%	-	47%	-	47%	47%
	2018	48%	44%	<b>52%</b>	-	-	-	-	-	45%	46%	44%	*	45%	44%
At Masters Grade Level	2019	24%	22%	<b>33%</b>	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	22%	18%	<b>23%</b>	-	-	-	-	-	14%	18%	11%	*	14%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	<b>88%</b>	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	74%	75%	<b>82%</b>	-	-	-	-	-	85%	79%	90%	*	85%	83%
At Meets Grade Level or Above	2019	48%	50%	<b>57%</b>	-	-	-	-	-	46%	-	46%	-	46%	46%
	2018	46%	46%	<b>51%</b>	-	-	-	-	-	50%	57%	45%	*	50%	49%
At Masters Grade Level	2019	21%	21%	<b>33%</b>	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	19%	19%	<b>25%</b>	-	-	-	-	-	15%	21%	10%	*	15%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	<b>90%</b>	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	81%	78%	<b>82%</b>	-	-	-	-	-	76%	79%	75%	*	76%	77%
At Meets Grade Level or Above	2019	52%	49%	<b>62%</b>	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	50%	42%	<b>51%</b>	-	-	-	-	-	44%	36%	50%	*	44%	43%
At Masters Grade Level	2019	26%	25%	<b>38%</b>	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	24%	18%	<b>21%</b>	-	-	-	-	-	12%	14%	10%	*	12%	11%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	<b>71%</b>	-	-	-	-	-	73%	-	73%	-	73%	73%
	2018	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	<b>37%</b>	-	-	-	-	-	33%	-	33%	-	33%	33%
	2018	41%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	<b>12%</b>	-	-	-	-	-	7%	-	7%	-	7%	7%
	2018	13%	40%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	<b>88%</b>	-	-	-	-	-	92%	-	92%	-	92%	92%
	2018	80%	80%	<b>87%</b>	-	-	-	-	-	60%	-	60%	-	60%	60%
At Meets Grade Level or Above	2019	54%	52%	<b>63%</b>	-	-	-	-	-	58%	-	58%	-	58%	58%
	2018	51%	46%	<b>58%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	25%	24%	<b>31%</b>	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	23%	17%	<b>27%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>82%</b>	-	-	-	-	-	76%	-	76%	-	76%	76%
	2018	69%	66%	<b>61%</b>	-	-	-	-	-	64%	89%	56%	*	64%	63%
All Grades ELA/Reading	2019	68%	71%	<b>77%</b>	-	-	-	-	-	73%	-	73%	-	73%	73%
	2018	69%	66%	<b>62%</b>	-	-	-	-	-	75%	*	68%	*	75%	71%
All Grades Mathematics	2019	70%	72%	<b>86%</b>	-	-	-	-	-	78%	-	78%	-	78%	78%
	2018	70%	66%	<b>60%</b>	-	-	-	-	-	55%	80%	47%	*	55%	57%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	<b>62%</b>	-	-	-	-	-	88%	-	88%	-	88%	88%
	2018	38%	37%	<b>39%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	40%	<b>63%</b>	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	47%	35%	<b>35%</b>	-	-	-	-	-	*	*	*	-	*	*

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 635  
 Grade Span: EE - 06  
 School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	93%	97%	*	100%	-	100%	95%	94%	91%
Not Included in Accountability													
Mobile	4%	5%	<b>4%</b>	0%	7%	3%	*	0%	-	0%	5%	6%	9%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	92%	<b>96%</b>	86%	91%	97%	*	100%	-	100%	89%	94%	93%
Not Included in Accountability													
Mobile	4%	7%	<b>4%</b>	14%	8%	3%	*	0%	-	0%	11%	6%	5%
Other Exclusions	1%	0%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	96.1%	<b>96.5%</b>	98.3%	96.9%	96.3%	*	*	-	97.8%	97.0%	96.3%	97.6%
2017-18	95.4%	96.3%	<b>96.7%</b>	97.4%	97.5%	96.4%	*	98.6%	-	97.3%	95.0%	96.7%	97.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

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2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	57.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: CRANDALL ISD  
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 Campus Number: 129901102

Total Students: 628  
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	30.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	30.1%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	58.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	14.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	26.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	16.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	12.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	31.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	30.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	16.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	18.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency  
**Texas Academic Performance Report**  
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2018 Science	52.8%	26.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	26.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	8.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	47.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1031	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	508	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

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

District Name: CRANDALL ISD  
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 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	628	100.0%	4,573	5,479,173	630	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	2	0.3%	0.5%	0.5%
Pre-Kindergarten	18	2.9%	3.7%	4.5%	18	2.9%	3.6%	4.5%
Kindergarten	72	11.5%	7.0%	7.0%	72	11.4%	7.0%	7.0%
Grade 1	75	11.9%	7.0%	7.1%	75	11.9%	7.0%	7.1%
Grade 2	94	15.0%	7.4%	7.1%	94	14.9%	7.4%	7.1%
Grade 3	77	12.3%	7.0%	7.1%	77	12.2%	6.9%	7.1%
Grade 4	97	15.4%	7.8%	7.3%	97	15.4%	7.8%	7.3%
Grade 5	91	14.5%	7.4%	7.6%	91	14.4%	7.4%	7.6%
Grade 6	104	16.6%	8.0%	7.7%	104	16.5%	8.0%	7.7%
Grade 7	0	0.0%	7.5%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	8.2%	7.5%	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	6.6%	6.9%	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.1%	6.4%	0	0.0%	6.3%	6.4%
Ethnic Distribution:								
African American	19	3.0%	18.7%	12.6%	19	3.0%	18.7%	12.6%
Hispanic	177	28.2%	31.9%	52.8%	177	28.1%	31.8%	52.8%
White	409	65.1%	45.7%	27.0%	410	65.1%	45.8%	27.0%
American Indian	5	0.8%	0.4%	0.4%	5	0.8%	0.4%	0.4%
Asian	3	0.5%	0.5%	4.6%	3	0.5%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	15	2.4%	2.7%	2.5%	16	2.5%	2.7%	2.5%
Sex:								
Female	278	44.3%	47.7%	48.8%	280	44.4%	47.7%	48.8%
Male	350	55.7%	52.3%	51.2%	350	55.6%	52.3%	51.2%
Economically Disadvantaged	308	49.0%	52.8%	60.3%	308	48.9%	52.7%	60.2%
Non-Educationally Disadvantaged	320	51.0%	47.2%	39.7%	322	51.1%	47.3%	39.8%
Section 504 Students	55	8.8%	8.2%	6.9%	55	8.7%	8.2%	6.9%
English Learners (EL)	81	12.9%	13.5%	20.3%	81	12.9%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	42	6.7%	4.8%	4.1%	42	6.7%	4.8%	4.1%
Foster Care	2	0.3%	0.4%	0.3%	2	0.3%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	2	0.3%	0.5%	2.3%	2	0.3%	0.5%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	628	100.0%	43.2%	65.1%	630	100.0%	43.2%	65.1%
Military Connected	29	4.6%	2.2%	1.9%	29	4.6%	2.2%	1.9%
At-Risk	230	36.6%	42.6%	50.6%	230	36.5%	42.6%	50.5%

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

Total Students: 628  
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Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	79	12.6%	13.1%	20.6%	79	12.5%	13.1%	20.6%
Career & Technical Education	0	0.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	-	70.4%	50.8%
Gifted & Talented Education	51	8.1%	5.6%	8.1%	51	8.1%	5.6%	8.1%
Special Education	77	12.3%	11.7%	10.5%	79	12.5%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	39.0%	45.3%	42.4%				
Students with Physical Disabilities	18	23.4%	21.8%	21.4%				
Students with Autism	**	**	10.8%	13.8%				
Students with Behavioral Disabilities	19	24.7%	20.7%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	41	7.3%	12.4%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	13	2.3%						
White	28	5.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	73	13.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.6%	7.8%	1.6%	50.0%	24.1%	5.5%
Grade 1	4.8%	3.8%	2.9%	0.0%	7.5%	4.9%
Grade 2	3.2%	1.2%	1.6%	20.0%	3.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	1.9%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	2.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	3.9%	7.8%	-	2.9%	13.1%

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Texas Education Agency  
**Texas Academic Performance Report**  
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Total Students: 628  
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<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.4	17.1	19.0
Grade 1	18.8	22.3	18.9
Grade 2	18.8	19.0	18.8
Grade 3	19.5	20.2	19.0
Grade 4	19.4	19.8	19.2
Grade 5	22.8	21.4	20.9
Grade 6	20.8	20.6	20.4
Secondary:			
English/Language Arts	-	16.1	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	17.2	17.8
Science	-	18.6	18.8
Social Studies	-	17.9	19.3

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

<b>Staff Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	59.5	100.0%	100.0%	100.0%
Professional Staff:	51.5	86.6%	67.0%	63.7%
Teachers	43.0	72.3%	51.4%	49.4%
Professional Support	5.5	9.2%	9.9%	10.2%
Campus Administration (School Leadership)	3.0	5.0%	4.0%	3.0%
Educational Aides:	8.0	13.4%	12.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	5.0	4,373.0
Part-time	1.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	7.0	11.8%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	7.0%	7.8%	10.8%
Hispanic	1.0	2.3%	5.2%	28.1%
White	39.0	90.7%	84.7%	57.7%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.3%	20.0%	23.8%
Females	42.0	97.7%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	35.0	81.4%	74.9%	73.4%
Masters	8.0	18.6%	23.5%	24.5%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.5%	7.4%
1-5 Years Experience	10.0	23.3%	35.8%	27.9%
6-10 Years Experience	14.0	32.6%	21.9%	19.4%
11-20 Years Experience	12.0	27.9%	24.4%	29.4%
Over 20 Years Experience	7.0	16.3%	11.4%	15.9%
Number of Students per Teacher	14.6	n/a	14.9	15.1

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	14.0	6.3	6.2
Average Years Experience of Principals with District	14.0	6.3	5.3
Average Years Experience of Assistant Principals	7.0	3.9	5.3
Average Years Experience of Assistant Principals with District	5.0	2.8	4.7
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	11.6	9.6	11.1
Average Years Experience of Teachers with District:	5.8	4.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$50,517	\$49,868
1-5 Years Experience	\$51,712	\$52,048	\$52,823
6-10 Years Experience	\$52,882	\$53,628	\$55,756
11-20 Years Experience	\$55,443	\$56,639	\$59,308
Over 20 Years Experience	\$64,413	\$65,861	\$65,449
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$55,201	\$54,993	\$57,091
Professional Support	\$67,253	\$65,280	\$67,352
Campus Administration (School Leadership)	\$73,095	\$73,974	\$82,512
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	69.0%	64.6%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CRANDALL ISD  
 Campus Name: NOLA KATHRYN WILSON EL  
 Campus Number: 129901102

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

Total Students: 628  
 Grade Span: PK - 06  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.3%	3.8%	6.5%
Career & Technical Education	0.0	0.0%	6.2%	5.0%
Compensatory Education	2.0	4.7%	3.4%	2.8%
Gifted & Talented Education	1.0	2.3%	0.3%	1.9%
Regular Education	35.0	81.4%	70.9%	70.9%
Special Education	4.0	9.3%	13.0%	9.3%
Other	0.0	0.0%	2.4%	3.6%

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

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

## Campus : Nola Kathryn Wilson EL

P O Box 430  
 Crandall, TX 75114-0430  
 (972) 427-6040 Phone  
 (972) 427-6086 Fax

### District Information

Offers the ASVAB test

### Programs of Study

(014) - Culinary Arts

### Gifted and Talented Programs

(01) - Pull-out

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

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

	Count	Percent
<b>Student Total</b>	<b><u>575</u></b>	<b>100%</b>
Pre-Kindergarten Grade	<u>20</u>	3.48%
Kindergarten Grade	<u>71</u>	12.35%
1st Grade	<u>72</u>	12.52%
2nd Grade	<u>56</u>	9.74%
3rd Grade	<u>71</u>	12.35%
4th Grade	<u>94</u>	16.35%
5th Grade	<u>85</u>	14.78%
6th Grade	<u>106</u>	18.43%

**Student Demographics** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
<b>Gender</b>		
Female	<a href="#">245</a>	42.61%
Male	<a href="#">330</a>	57.39%
<b>Ethnicity</b>		
Hispanic-Latino	<a href="#">185</a>	32.17%
<b>Race</b>		
American Indian - Alaskan Native	<a href="#">5</a>	0.87%
Asian	<a href="#">1</a>	0.17%
Black - African American	<a href="#">14</a>	2.43%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">344</a>	59.83%
Two-or-More	<a href="#">26</a>	4.52%

**Student by Program** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	<a href="#">65</a>	11.30%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	<a href="#">57</a>	9.91%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	<a href="#">7</a>	1.22%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	<a href="#">54</a>	9.39%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	<a href="#">82</a>	14.26%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	<a href="#">575</a>	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	<a href="#">34</a>	5.91%

**Economic Disadvantage****Special Services** (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	<a href="#">1</a>	1.22%
Other health impairment	<a href="#">7</a>	8.54%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<a href="#">1</a>	1.22%
Emotional disturbance	<a href="#">5</a>	6.10%
Learning disability	<a href="#">21</a>	25.61%
Speech impairment	<a href="#">33</a>	40.24%
Autism	<a href="#">14</a>	17.07%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy code (00)	<a href="#">31</a>	37.80%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">19</a>	23.17%
Resource Room codes (41, 42)	<a href="#">28</a>	34.15%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	<a href="#">4</a>	4.88%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

**Staff Information** (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

Count Percent

**Student by Program** (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
<b>Economic Disadvantage Total</b> (Economic-Disadvantage-Code = 01,02,99)	<a href="#">304</a>	52.87%
<b>Free Meals</b> (Economic-Disadvantage-Code = 01)	<a href="#">263</a>	45.74%
<b>Reduced-Price Meals</b> (Economic-Disadvantage-Code = 02)	<a href="#">41</a>	7.13%
<b>Other Economic Disadvantage</b> (Economic-Disadvantage-Code = 99)	0	0.00%
<b>Homeless Statuses</b>		
<b>Homeless Status Total</b> (Homeless-Status-Code = 2,3,4,5)	0	0.00%
<b>Shelter</b> (Homeless-Status-Code = 5)	0	0.00%
<b>Doubled Up</b> (Homeless-Status-Code = 2)	0	0.00%
<b>Unsheltered</b> (Homeless-Status-Code = 3)	0	0.00%
<b>Hotel/Motel</b> (Homeless-Status-Code = 4)	0	0.00%

**Other Student Information** (2021 - 2022 Preliminary

Fall PEIMS file loaded 09/21/2021)

	Count	Percent
<b>At-Risk</b> (At-Risk-Indicator-Code = 1)	<a href="#">125</a>	21.74%
<b>Title I Homeless</b> (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
<b>Immigrant</b> (Immigrant-Indicator-Code = 1)	0	0.00%
<b>Migrant</b> (Migrant-Indicator-Code = 1)	0	0.00%
<b>Military Connected</b> (Military-Connected-Student-Code = 1,2,3,4,5,6)	<a href="#">29</a>	5.04%
<b>Foster Care</b> (Foster-Care-Indicator-Code = 1,2)	<a href="#">1</a>	0.17%
<b>CTE Single Parent/Pregnant Teen</b> (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
<b>Section 504</b> (Section-504-Indicator-Code = 1)	<a href="#">55</a>	9.57%
<b>Intervention Indicator</b> (Intervention-Strategy-Indicator-Code = 1)	<a href="#">57</a>	9.91%
<b>IEP Continuer</b> (IEP-Continuer-Indicator-Code = 1)	0	0.00%
<b>Transfer In Students</b> (Student Attribution Code = 6)	0	0%

**Staff Information** (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

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



# Crandall Independent School District Board of Trustees

**Board Meeting Date:** November 8, 2021

**Agenda Item:** District of Innovation Plan

**Agenda Section:** Information

**Administrator Responsible:** Dr. Holly Keown

**Summary/Background Information:** We currently have a District of Innovation Plan with TEA. However, we would like permission to amend the plan to allow candidates with a Bachelor of Arts or Science to have additional time during their first year to pursue an alternative program. This will require the support of the school board to start this process. A plan of action is attached to this document to share the process required to amend the current District of Innovation Plan. In November, we will work with a District Advisory Committee to prepare a plan of action for the district. This amendment would allow additional time for candidates with degrees in content-specific areas to seek alternative programs while teaching in secondary content areas related to their degree. In December, we will present a plan to the board for approval.

**Administrative Recommendation:** For your information.



# Plan of Action

## Purpose

- A). To be able to provide additional time (one semester) for individuals with a content-specific degree (BS or BA) to qualify for an alternative program. These areas selected may not be tied to federal funding. This will be for secondary positions only. This will be an amendment to the current District of Innovation Plan.
- B). To be able to avoid filing a waiver for classes that are higher than 22:1 with the state.
- C). To be able to hire seasoned teachers who would qualify under 5 of 8 to receive one or two years' probationary contracts based on performance.

## Target Audience

- A). Candidates with a Bachelors, who would like to pursue teaching at the secondary level, would be given a grace period of a semester to get connected with an Alternative Education Program. We will provide a contract which has the option to end the agreement if employee does not submit Alternative Education Program paperwork by the end of the semester.
- B). This will allow fast-growth districts like Crandall the ability to add more students as needed without filing a waiver.
- C). This allows new hires with five to eight years of experience to be on probation for one or two years based on the administrator's recommendation.

## Public Hearing

Public Hearing by School Board on whether to develop a plan. Then 30 days later a formal vote of the final version of the proposal. During this time, the proposed plan will be on the website for at least 30 days.

## Wording for District of Innovation Renewal

- A). Texas Education Code §21.003 and §21.053 outlines state certification standards for teachers. An exemption from these requirements allows Crandall ISD to issue a contract to individuals who do not hold a teaching certificate, but whom the district deems best to

teach in a particular area. Crandall ISD is committed to hiring the best staff available and lists “Train, support, and retain staff” as one of its district strategic goals. Occasionally, teachers are needed for positions that are difficult to fill. This exemption relates only to those positions the District identifies as difficult to fill and would be assessed on an individual basis. Staff hired under a school district teaching permit will benefit from the same rights and responsibilities as certified teachers within the district. After the required posting period and candidate interviews, the principal must specify in writing the reason for the request and document what specific credentials (i.e. experiences and expertise) the prospective teacher possesses that would qualify the individual to teach that subject(s). The superintendent must approve the selection and report the action to the Board at the first board meeting following the assignment. The District and local campus will assess appropriate training needs for any teacher hired under this exemption. Finally, this is a local certification only and does not transfer to another school district. The contract issued will allow the district to separate if needed at the semester if the employee has not met the requirements of securing a Alternative Education Program.

B). The District of Innovation allows fast-growth districts to place students in the classrooms over 22:1 without submission of a waiver to the state. Due to the high mobility rate and the influx of students, the state will allow fast-growth districts to stop the submission of class size waivers.

C). Crandall ISD will restrict five of eight years of service teachers to a one or two-year probationary contract if they are new to the district. This provides adequate time to determine if a teacher with five to eight years of experience matches the needs of Crandall ISD.

**District Advisory Committee**

A District Advisory Committee will need to be formed to approve this addition with a public notice of the meeting. Then, a proposal will be presented to the board seeking approval in the December Board Meeting.

**Public Posting**

The proposed plan will need to be posted on the website after approval from the board no later than 15 days following acceptance of the proposal. It must be submitted to TEA by the 15th day as well.

**Outcome**

A). Secondary campuses will be able to hire candidates with a Bachelor's Degree to allow the candidate time to set up an alternative program. This will allow the district to fill hard positions like Chemistry, Physics, Algebra II, and/or Calculus.

B). The Chief Academic Officer will be able to place students in classrooms when needed without filing a waiver.

C). New hires who have years of experience would be exposed to the expectations of the Crandall ISD Administration for a period of one to two years.



**Crandall Independent School District**  
**Board of Trustees**

**Board Meeting Date:** November 8, 2021  
**Agenda Item:** TASB Policy Update  
**Agenda Section:** Information  
**Administrator Responsible:** Christy Starrett, Assistant Superintendent

**Summary/Background Information:** TASB conducted a Policy Review with CISD on June 8-9, 2021. The policies presented tonight are the proposed recommendations for changes. The Policy Committee met to review the recommended proposals. The review recommendations impact 52 local policies.

**Administrative Recommendations:** For your information.

Policy	Category	Recommendation	Last Revised	Action	Regulation	Responsible Party	Legal Policy Updated
AE(LOCAL)	Educational Philosophy	The enclosed revisions are recommended to reflect the district's current vision and mission statements.	10/26/2017	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=AE(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=AE(LEGAL).pdf</a>
AF(LOCAL)	Innovation Districts	The enclosed policy is recommended for inclusion in your manual to reflect that the district has adopted an innovation plan and to provide the web address to be used throughout the policy manual.	No CISD Local	ADD	Regulation (DOI Plan)	C. Starrett	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=AF(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=AF(LEGAL).pdf</a>
BBB(LOCAL)	Board Members Elections	The enclosed revisions are recommended to accurately reflect future election cycles.	02/14/2018	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=BBB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=BBB(LEGAL).pdf</a>
BED(LOCAL)	Board Meetings Public Participants	The enclosed revision is recommended to reflect a practical time limit for an individual who wants to provide public comment at a board meeting.	11/21/2019	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=BED(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=BED(LEGAL).pdf</a>
BF(LOCAL)	Board Policies	The enclosed revision is recommended to allow the board the flexibility for efficient adoption of policy changes on a single reading when board members have advance notice of the recommended changes.	7/96/2020	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=BF(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=BF(LEGAL).pdf</a>
BQA(LOCAL)	Planning and Decision-Making Process District-Level	The enclosed proposed policy is recommended to reflect the composition and responsibilities of the district improvement planning process committee. Due to the extensive editorial revisions, a clean copy has been provided in lieu of a redlined copy of the changes.	8/13/2007	REVISE	N/A	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=BQA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=BQA(LEGAL).pdf</a>
BQB(LOCAL)	Planning and Decision-Making Campus-Level	The enclosed proposed policy is recommended to reflect the composition and responsibilities of the campus improvement planning process committees. Due to the extensive editorial revisions, a clean copy has been provided in lieu of a redlined copy of the changes.	7/19/2000	REVISE	N/A	H.Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=BQB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=BQB(LEGAL).pdf</a>
CCA(LOCAL)	Local Revenue Sources Bond Issues	Deletion of the enclosed policy is recommended. A local policy addressing debt management is only necessary if a bond accretor requires a policy. Rules regarding bond issues are appropriately covered elsewhere in the manual and in law.	8/13/2007	DELETE	5/26/2015 Developed Regulation Exhibit	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CCA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CCA(LEGAL).pdf</a>
CCGA(LOCAL)	Ad Valorem Taxes Exemptions and Payments	The enclosed revisions are recommended to remove provisions that do not reflect the district's current practice regarding payment of taxes.	1/2/2019	REVISE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CCGA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CCGA(LEGAL).pdf</a>
CDA(LOCAL)	Other Revenues Investments	The provision requiring an annual comprehensive report to the board in addition to the quarterly reports required by law is recommended for deletion. Districts may provide annual portfolio reports, but no local policy	2/21/2020	REVISE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CDA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CDA(LEGAL).pdf</a>

		statement is necessary.					
CDC(LOCAL)	Other Revenues Gifts and Solicitations	The enclosed revision is recommended to reflect that an employee must receive prior approval from the chief of communications before using the name or image of the district, a campus, or any student for web-based solicitations.	2/12/2017	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CDC(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CDC(LEGAL).pdf</a>
CE(LOCAL)	Annual Operating Cost	The enclosed revisions are recommended to concisely comply with current law regarding the meeting held to discuss the proposed budget and tax rate.	10/28/2008	REVISE	Developed 6/28/2002	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CE(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CE(LEGAL).pdf</a>
CL(LOCAL)	Buildings, Grounds, and Equipment Management	Deletion of the enclosed policy is recommended. While the district is required to prioritize energy conservation, there is no requirement for a local policy.	4/19/2010	DELETE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CL(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CL(LEGAL).pdf</a>
CNB(LOCAL)	Transportation Management District Vehicles	The enclosed revisions are recommended to remove administrative details regarding use of district-owned vehicles.	4/23/2009	REVISE	Developed 8/3/2021	S. Stewart	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=CNB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=CNB(LEGAL).pdf</a>
COA(LOCAL)	Food and Nutrition Management Procurement	The enclosed revision is recommended to reflect that the chief financial officer oversees the use of federal child nutrition funds for procurement related to the food service program.	6/17/2019	REVISE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=COA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=COA(LEGAL).pdf</a>
CPC(LOCAL)	Office Management Records Management	The enclosed revision is recommended to reflect that the chief financial officer is the official records management officer for the district.	7/5/2016	REVISE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Codes/755?filter=CPC">https://policyonline.tasb.org/Policy/Codes/755?filter=CPC</a>
CW(LOCAL)	Naming Facilities	Deletion of the enclosed policy is recommended. The procedures used for naming school buildings or other facilities may be more appropriately addressed in administrative regulations.	10/17/2007	DELETE	N/A		No Legal
DBA(LOCAL)	Employment Requirements and Restrictions Credentials And Records	The enclosed revisions are recommended to reflect the exemption from teacher certification requirements described in the district's innovation plan.	7/5/2016	REVISE	DOI Plan	H. Keown C. Starrett	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DBA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DBA(LEGAL).pdf</a>
DBB(LOCAL)	Employment Requirements and Restrictions Medical Examinations and Communicable Diseases	The enclosed revisions are recommended to remove locally developed provisions that no longer reflect district practices. The district complies with statutory requirements for pre-employment medical exams.	5/29/2015	REVISE	N/A	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DBB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DBB(LEGAL).pdf</a>
DBE(LOCAL)	Employment Requirements and Restrictions Nepotism	Deletion of the enclosed policy is recommended. Statutory limitations at DBE(LEGAL) sufficiently address nepotism situations that must be avoided.	6/20/2005	DELETE	N/A	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DBE(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DBE(LEGAL).pdf</a>

DCE(LOCAL)	Employment Practices Other Types of Contracts	The enclosed policy is recommended for inclusion in your manual to address the district's use of non- Chapter 21 contracts for positions specified by the board.	7/10/2018	ADD	Needed list of Non-Ch 21 contracts	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DCE(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DCE(LEGAL).pdf</a>
DEA(LOCAL)	Compensation and Benefits Compensation Plan	The enclosed revisions are recommended to reflect that the district would typically continue to pay all employees during an emergency closing and would award premium pay to nonexempt employees who are required to report to work during the emergency closing.	5/29/2015	REVISE	N/A	H. Keown M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DEA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DEA(LEGAL).pdf</a>
DEAB(LOCAL)	Compensation Plan Wage and Hour Laws	Enclosed revisions are recommended to correctly identify the seven-day period the district uses for determining overtime. Additional revisions are recommended to better reflect the district's rules for accumulation and use of compensatory time.	5/29/2015	REVISE	N/A	M. White	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DEAB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DEAB(LEGAL).pdf</a>
DED(LOCAL)	Compensation and Benefits Vacations and Holidays	The enclosed policy is recommended for inclusion in your manual to reflect that the district provides paid vacation days and paid holidays to certain year- round employees.	No Current Policy	ADD	Needed list of vacation days	M. White	
DFBB(LOCAL)	Term Contract Renewals	The enclosed revisions are recommended to reflect that the board will decide on a case-by-case basis whether any necessary nonrenewal hearing will be conducted by the board or by an independent hearing examiner.	7/5/2016	REVISE	N/A	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DFBB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DFBB(LEGAL).pdf</a>
DGBA(LOCAL)	Personnel-Management Relations Employee Complaint/Grievance	Enclosed revisions are recommended to reflect that an administrator includes in his or her formal written response to a complainant the reasons for the decision. Additional revisions are recommended to clarify that for the formal grievance process, "days" are business days and that the initial grievance form must be submitted within 15 days of the event.	12/19/2014	REVISE	Developed 2021	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DGBA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DGBA(LEGAL).pdf</a>
DHE(LOCAL)	Employee Standards of Conduct Searches and Alcohol/Drug Testing	The enclosed revisions are necessary for compliance with federal requirements for drug and alcohol testing of bus drivers.	7/10/2018	REVISE	N/A	S. Stewart	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DHE(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DHE(LEGAL).pdf</a>
DK(LOCAL)	Assignment and Schedules	Enclosed revisions are recommended to reflect the exemption from teacher certification requirements described in the district's innovation plan. Additional revisions are recommended to remove a redundant provision.	10/20/2008	REVISE	Developed 11/11/2013 DOI	H. Keown C. Starrett	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DK(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DK(LEGAL).pdf</a>
DMC(LOCAL)	Professional Development Continuing Professional Education	Deletion of the enclosed policy is recommended. Details addressing stipends for teaching dual credit courses must be outlined in the district's compensation plan.	11/25/2009	DELETE	Comp Plan	M. White	No Legal

Commented [1]: says no policy with this title

DNA(LOCAL)	Performance Appraisal Evaluation of Teachers	The enclosed revisions are recommended to reflect that the district allows teachers who meet certain criteria to be appraised every three years instead of annually.	9/19/2016	REVISE	T-TESS Waiver	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DNA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DNA(LEGAL).pdf</a>
DNB(LOCAL)	Performance Appraisal Evaluation of Campus Administrators	The enclosed revisions are recommended to clarify that the district appraises principals using T-PSS.	9/19/2016	REVISE	T-PSS Framework	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=DNB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=DNB(LEGAL).pdf</a>
EB(LOCAL)	School Year	The enclosed revisions are recommended to reflect the exemptions from the statutory school start date and end date described in the district's innovation plan.	12/19/2014	REVISE	DOI	C. Starrett	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EB(LEGAL).pdf</a>
EF(LOCAL)	Instructional Resources	The enclosed revisions are recommended to reflect that the assistant superintendent for curriculum and instruction handles any formal objection to instructional resources.	6/6/2017	REVISE	Complaint form needed	C. Eddy	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EF(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EF(LEGAL).pdf</a>
EH(LOCAL)	Curriculum Design	Deletion of this local policy is recommended. Curriculum development and design receive annual review through the district and campus improvement planning process, and no board policy is required.	6/6/2017	DELETE	N/A	C. Eddy	No Legal
EHAD(LOCAL)	Basic Instructional Program Elective Instruction	The enclosed policy is recommended for deletion. The pass/fail option provisions may be more appropriately communicated to students and parents in the student handbook, and the district no longer offers hunter education.	7/19/2000	DELETE	Move to Student Handbook	C. Eddy	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EHAD(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EHAD(LEGAL).pdf</a>
EHBB(LOCAL)	Special Programs Gifted and Talented Students	The proposed revisions are necessary for compliance with state rules regarding intradistrict transfers and the gifted and talented program.	11/21/2019	REVISE	N/A	A. Murry	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EHBB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EHBB(LEGAL).pdf</a>
EIC(LOCAL)	Academic Achievement Class Ranking	The enclosed revisions are recommended to reflect the district's current practices for calculating class rank and determining local graduation honors.	9/6/2019	REVISE	N/A	C. Eddy	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EIC(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EIC(LEGAL).pdf</a>
EIF(LOCAL)	Academic Achievement Graduation	The enclosed revisions are recommended to reflect that the district does not award physical education credit for nonschool sports programs.	4/23/2021	REVISE	N/A	C. Eddy	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=EIF(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=EIF(LEGAL).pdf</a>
FD(LOCAL)	Admissions	The enclosed revisions are recommended to include the district's definition of "a substantial amount of after-school care" by grandparents whose nonresident grandchildren wish to enroll in the district.	7/9/2020	REVISE	Developed June 2021	A. Murry	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FD(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FD(LEGAL).pdf</a>
FDA(LOCAL)	Admissions Interdistrict Transfers	The enclosed revisions are recommended to remove details that may be more appropriately communicated in administrative regulations.	10/11/2012	REVISE	Need to Develop	A. Murry	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FDA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FDA(LEGAL).pdf</a>

FDB(LOCAL)	Admissions Intradistrict Transfers and Classroom Assignments	The enclosed revisions are recommended to remove extensive locally developed provisions from 2009, as such details may be more appropriately addressed in administrative regulations.	3/15/2012	REVISE	Need to Develop	A. Murry	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FDB(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FDB(LEGAL).pdf</a>
FEF(LOCAL)	Attendance Release Time	The enclosed revisions are recommended to concisely express the district's practice of prohibiting release for private lessons during school hours. Any work-related release would be addressed in a student's personal graduation plan.	12/2/2002	REVISE	N/A	C. Eddy	No Legal
FFA(LOCAL)	Student Welfare Wellness and Health Services	The enclosed revisions are recommended to bring the district into compliance with current federal rules for the wellness policy, which is required for receipt of child nutrition funds.	4/24/2006	REVISE	Need to Develop	J. Settles	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FFA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FFA(LEGAL).pdf</a>
FFAC(LOCAL)	Wellness and Health Services Medical Treatment	The enclosed revisions are recommended to remove locally developed text from 2004 that restricts the district from administering parent-provided medication.	5/17/2021	REVISE	N/A	J. Settles	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FFAC(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FFAC(LEGAL).pdf</a>
FNAAL(LOCAL)	Student Expression Distribution of Nonschool Literature	The enclosed revision is recommended to update the district's threshold for requiring prior review of nonschool materials a student wishes to distribute at school and to clearly identify that the chief of communications determines the time, place, and manner restrictions for nonschool literature for students at the district facilities other than school campuses.	1/18/2008	REVISE	N/A	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FNAAL(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FNAAL(LEGAL).pdf</a>
FNCA(LOCAL)	Student Conduct Dress Code	The enclosed revisions are recommended to clarify the district's practices related to the dress code since there is no longer a requirement for "standardized dress."	12/2/2002	REVISE	N/A	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FNCA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FNCA(LEGAL).pdf</a>
FNFL(LOCAL)	Student Rights and Responsibilities Investigations and Searches	The enclosed revision is recommended to reflect the grade levels to which the random drug-testing program applies.	6/17/2019	REVISE	Developed 4/16/2019	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FNFL(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FNFL(LEGAL).pdf</a>
FNG(LOCAL)	Student Rights and Responsibilities Student and Parent Complaints/Grievances	Enclosed revisions are recommended to reflect that an administrator includes in his or her formal written response to a complainant the reasons for the decision. Additional revisions are recommended to clarify that for the formal grievance process, "days" are business days and that the initial grievance form must be submitted within 15 days of the event.	7/9/2020	REVISE	Developed 11/29/2018	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FNG(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FNG(LEGAL).pdf</a>
FO(LOCAL)	Student Discipline	The enclosed revisions are recommended to concisely reflect that the campus principal holds any recordings from cameras used to monitor student behavior on district property.	10/5/2015	REVISE	Need to be developed regarding video storage	H. Keown K. Chapman	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=FO(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=FO(LEGAL).pdf</a>

GF(LOCAL)	Public Complaints	Enclosed revisions are recommended to reflect that an administrator includes in his or her formal written response to a complainant the reasons for the decision. Additional revisions are recommended to clarify that for the formal grievance process, "days" are business days and that the initial grievance form must be submitted within 15 days of the event.	7/9/2020	REVISE	Need to Develop	H. Keown	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=GF(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=GF(LEGAL).pdf</a>
GKD(LOCAL)	Community Relations Nonschool Use of School Facilities	The enclosed revisions are recommended to reflect the district's current practices regarding nonschool use of district facilities.	8/18/2009	REVISE	Facility Usage Agreement	C. Starrett	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=GKD(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=GKD(LEGAL).pdf</a>
GKDA(LOCAL)	Nonschool Use of School Facilities Distribution of Nonschool Literature	The enclosed revisions are recommended to clarify that the chief of communications is responsible for prior review of nonschool materials submitted for distribution on school property, as well as the rules for such distribution.	1/18/2008	REVISE	Need to Develop	C. Moore	<a href="https://policyonline.tasb.org/Policy/Download/755?filename=GKDA(LEGAL).pdf">https://policyonline.tasb.org/Policy/Download/755?filename=GKDA(LEGAL).pdf</a>



**Crandall Independent School District**  
**Board of Trustees**

**Board Meeting Date:** November 8, 2021

**Agenda Item:** Long Range Facilities Update

**Agenda Section:** Information

**Administrator Responsible:** Chris Moore

**Summary/Background Information:** Sharing of information and overview of next steps for Facilities Planning Committee. A summary of the Long-Range Facilities plan will be provided. All other information was provided to the Board on Thursday, November 4, 2021.

Helpful websites - <https://www.crandall-isd.net/projections>  
<https://crandallisdplanning.com/>

**Administrative Recommendation:** For your information.



# Facilities Planning Committee

November 2021

# How we got here

## Meetings & Planning

- Sept. 28 - Board Workshop “Facility Planning and Bond Financial Capacity”
- Oct. 18 - Long Range Facilities Planning Committee Meeting 1
- Nov. 2 - Long Range Facilities Planning Committee Meeting 2

# Planning Process

## Sept. 28 - Board Workshop

District growth, proposed projects, bond scenarios, options to free capacity, options to use current bond money, and a potential May 2022 bond election—all things related to CISD's growth.

- “How do we create as many seats—and create as much space—for students as possible, both efficiently and effectively.”

# Planning Process

- Majority of remaining 2017 bond funds to begin construction of ES 6
- Operate one MS site when new MS campus opens in August 2022
- Create freshman center at current MS site for 2022-23 school year—immediately relieves capacity at Crandall HS
- Create a Long-Range Facilities Planning Committee for community feedback on project lists, wants and needs for potential May 2022 bond election
- No formal vote was taken at the September meeting. No action items were posted on the agenda

Attendees: CISD Board, CISD staff, presenters (WRA Architects, Gallagher Construction, RBC Capital Markets)

# Planning Process

## Oct. 18 - Long-Range Facilities Planning Committee 1

Norms and committee expectations, state of the district, school finance, tax rate comparisons, community survey, housing development forecast, district enrollment projections.

Community survey yielded almost 700 responses total—500 in first 48 hours:

- More than 100 volunteers for long-range committee
- More than 90 percent “somewhat” or “very” satisfied with CISD quality of education
- More than 80 percent “somewhat” or “very” likely to support a capital campaign

# Planning Process

## Guiding numbers

- 10,000 new homes in next five years
- 7,700 students in next five years
- Facilities over capacity by 2024-26

Attendees: School board, district staff, presenters (WRA Architects), 85+ committee members

# Planning Process

## **Nov. 2 - Long-Range Facilities Planning Committee 2**

Explanation of 2017 final bond spending, one middle school, freshman center, bond history and capacity, transition plan, enrollment projections, project wants/needs list, election of chairs.

- Career and Technical Education was the most popular area receiving support
- Technology also received attention, along with safety and security, a fine arts complex and a high school stadium, among others

# Planning Process

Reviewed impact of 10,000 homes in five years and the effect it will have on facilities.

- Freshman center sustains enrollment under capacity at CHS through 2025
- One MS remains under capacity through 2028
- Two ES over capacity now, three by 2024, four by 2027

Attendees: School board, district staff, presenters (WRA Architects, RBC Capital Markets), 65+ committee members

# Planning Process

## Committee Chairs

- Three individuals vested in the schools and community
- All are either graduates of CISD or have kids attending CISD, or both



Ryan Eskridge



Daniel Nix



Jakobie West

# Communication

## Outreach and Information

- Sept. 17 – Superintendent letter to community and staff
  - Oct. 1 – Superintendent letter to community and staff
  - Oct. 22 – Superintendent letter to community and staff
  - Nov. 5 – Superintendent letter to community and staff
- 
- Sept. 28 – Board Workshop “Facility Planning and Bond Financial Capacity”
  - Oct. 18 – Long-Range Facilities Planning Committee 1
  - Nov. 2 – Long-Range Facilities Planning Committee 2

*\*Future meetings set Nov. 18 and Dec. 6*



**Stay Informed**

**[www.crandallisdplanning.com](http://www.crandallisdplanning.com)**

# Factors for Facility Planning

- What does the data say?
- What is best for all students?
- What is the financial impact?

# Data Factors

2017 Bond  
and  
Future Needs

Space  
and  
Capacity

Student  
Opportunities

Budget  
Impact

Transportation

# Data: 2017 Bond and Future Bond Needs

2017 Bond  
\$125MM

Phase 1 – New High School Wing;  
Portion of Elementary

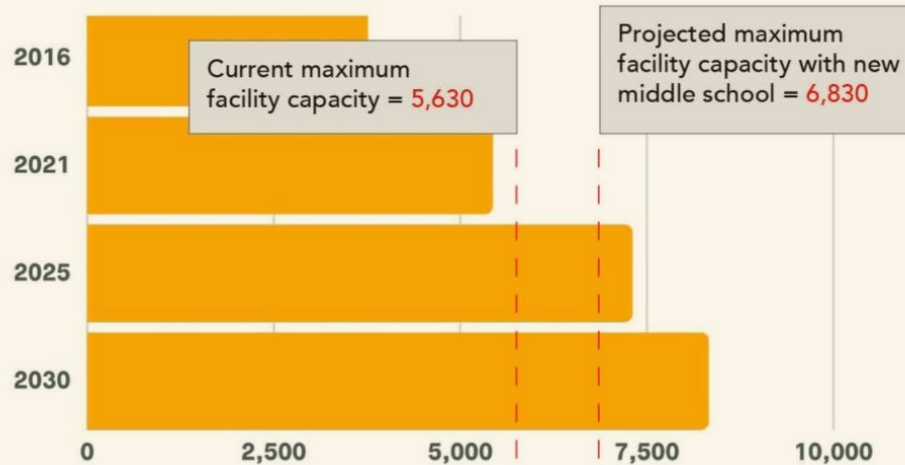
Phase 2 – Finish High School Wing;  
Finish Elementary

Phase 3 – New Middle School

# Data: Space and Capacity



## CRANDALL ISD STUDENT ENROLLMENT PROJECTIONS



# Data: Space and Capacity

## Two Middle School Campuses – Grades 5 through 8

Scenario 1	2022	2023	2024	2025	2026	2027	2028	2029	2030
High School (9-12)	1,821	2,022	2,187	2,313	2,429	2,465	2,484	2,576	2,661
Lewis St. Campus grades 5-8	711	691	673	687	710	761	813	870	900
Fletcher Rd. Campus grades 5-8	1086	1194	1266	1353	1426	1477	1535	1574	1575
Martin Elementary (PK-4)	390	431	439	448	453	457	458	453	455
Wilson Elementary (PK-4)	375	376	422	453	479	502	518	525	540
Walker Elementary (PK-4)	408	427	446	456	463	468	469	463	465
Dietz Elementary (PK-4)	458	502	546	561	566	570	572	566	568
Noble Reed (PK-4)	617	737	794	833	873	878	892	911	938

# Two Middle School Campuses 5-8

## Pros:

- Creates elementary space
- Flexibility for certifications
- “Neighborhood” campus
- Relieves traffic across US175

253 empty seats

## Cons:

- No relief for High School
- Age Differences (9-15)
- Curriculum Challenges
- Accountability Measures
- Facility equity
- Lack of effective rezoning
- Additional staff
- Financial impacts
- 36 Bus Routes

# Data: Space and Capacity

## Two Middle School Campuses – Grades 6 through 8

Scenario 2	2022	2023	2024	2025	2026	2027	2028	2029	2030
High School (9-12)	1,821	2,022	2,187	2,313	2,429	2,465	2,484	2,576	2,661
Lewis St. Campus grades 6-8	554	551	519	522	530	575	610	653	694
Fletcher Rd. Campus grades 6-8	821	913	969	1027	1073	1123	1172	1203	1221
Martin Elementary (PK-5)	452	487	527	530	541	546	552	551	545
Wilson Elementary (PK-5)	470	461	488	535	570	600	627	644	655
Walker Elementary (PK-5)	480	492	512	524	536	542	548	548	544
Dietz Elementary (PK-5)	532	562	607	649	661	666	673	673	667
Noble Reed (PK-5)	737	895	964	1003	1060	1063	1074	1091	1116

# Two Middle School Campuses 6-8

## Pros:

- Creates elementary space
- Flexibility for certifications
- “Neighborhood” Campus
- Relieves traffic across US175

## Cons:

- No relief for HS
- Under utilization of facilities
- Facility equity
- Additional staff
- Financial impacts
- Lack of effective rezoning
- 36 Bus Routes
- 675 empty seats

# Data: Space and Capacity

## Two Middle School Campuses – Grades 7 through 8

Scenario 3	2022	2023	2024	2025	2026	2027	2028	2029	2030
High School (9-12)	1,821	2,022	2,187	2,313	2,429	2,465	2,484	2,576	2,661
Lewis St. Campus grades 7-8	383	384	366	354	350	378	406	432	460
Fletcher Rd. Campus grades 7-8	583	616	665	713	728	759	808	830	841
Martin Elementary (PK-6)	538	554	585	624	629	640	646	651	650
Wilson Elementary (PK-6)	580	587	610	638	692	734	769	799	820
Walker Elementary (PK-6)	541	560	573	587	601	612	619	624	624
Dietz Elementary (PK-6)	626	665	699	744	783	795	803	809	807
Noble Reed (PK-6)	807	1000	1092	1137	1192	1203	1212	1226	1248

# Two Middle School Campuses 7-8

## Pros:

- Close proximity to homes
- “Neighborhood” campus
- Relieves traffic across US175

## Cons:

- No relief for HS
- Under utilization of facilities
- Facility equity
- Additional staff
- Financial impacts
- Lack of effective rezoning
- 36 Bus Routes

1200 empty seats

# Data: Space and Capacity

## Two Middle School Campuses – Grades 7 through 9

<b>Scenario 6</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
High School (10-12)	1269	1457	1571	1652	1721	1729	1747	1764	1783
New Middle School grades 7-9	769	907	985	1048	1093	1165	1193	1244	1297
Old Middle School grades 7-9	544	581	593	558	558	570	611	651	697
Martin Elementary (PK-6)	538	554	585	624	629	640	646	651	650
Wilson Elementary (PK-6)	580	587	610	638	692	734	769	799	820
Walker Elementary (PK-6)	541	560	573	587	601	612	619	624	624
Dietz Elementary (PK-6)	626	665	699	744	783	795	803	809	807
Noble Reed (PK-6)	807	1000	1092	1137	1192	1203	1212	1226	1248

# Two Middle School Campuses 7-9

## Pros:

- Relieves HS space
- “Neighborhood” campus
- Relieves traffic across US175

## Cons:

- Additional staff
- Divides teams - New mascot/logo
- Financial impact
- Certification issues
- Curriculum Challenges
- Accountability Measures
- Travel time between HS (20 minutes)
- Master schedules
- Lack of effective rezoning
- 36 Bus Routes
- Facility Equity
- 737 empty seats

# Data: Space and Capacity

## One Middle School, 6<sup>th</sup> Grade Center

Scenario 5	2022	2023	2024	2025	2026	2027	2028	2029	2030
High School (9-12)	1,821	2,022	2,187	2,313	2,429	2,465	2,484	2,576	2,661
One Middle School grades 7-8	966	1000	1031	1066	1078	1138	1215	1263	1299
6th grade center	409	466	457	483	524	559	567	593	615
Martin Elementary (PK-5)	452	487	527	530	541	546	552	551	545
Wilson Elementary (PK-5)	470	461	488	535	570	600	627	644	655
Walker Elementary (PK-5)	480	492	512	524	536	542	548	548	544
Dietz Elementary (PK-5)	532	562	607	649	661	666	673	673	667
Noble Reed (PK-5)	737	895	964	1003	1060	1063	1074	1091	1116

# One Middle School, 6<sup>th</sup> Grade Center

## Pros:

- Creates elementary space
- Flexibility for certifications
- “Neighborhood” Campus
- Relieves traffic across US175

## Cons:

- No relief for HS
- Under utilization of facilities
- Accountability Measures
- Facility equity
- Additional staff
- Financial impacts
- Lack of effective rezoning
- 36 Bus Routes

675 empty seats

# Data: Space and Capacity

High School 10-12, 9<sup>th</sup> Grade Campus, One Middle School Campus 7-8

Scenario 4	2022	2023	2024	2025	2026	2027	2028	2029	2030
High School (10-12)	1262	1408	1523	1672	1726	1782	1782	1828	1869
9th grade center	515	564	610	585	644	623	641	685	727
One Middle School grades 7-8	966	1000	1031	1066	1078	1138	1215	1263	1299
Martin Elementary (PK-6)	538	554	585	624	629	640	646	651	650
Wilson Elementary (PK-6)	580	587	610	638	692	734	769	799	820
Walker Elementary (PK-6)	541	560	573	587	601	612	619	624	624
Dietz Elementary (PK-6)	626	665	699	744	783	795	803	809	807
Noble Reed (PK-6)	807	1000	1092	1137	1192	1203	1212	1226	1248

# High School 10-12, 9<sup>th</sup> Grade Campus, One Middle School Campus 7-8

## Pros:

- Relieves HS space
- Easy transition between campuses
- Staff and Students can travel
- Effective use of facilities
- 28 bus routes
- One Team - Everyone is a Pirate
- 6 minute shuttle
- Limited instruction time loss
- Best use of taxpayer dollars
- What is best for all students

## Cons:

- Less “Neighborhood” campus
- Transportation impact for  
Crossing of US175

569 empty seats

# Bond Dollar Constraint



Access to \$30MM by February 2022.

Current projections have us able to access 134 MM by August of 2024.

# Summary

- What does the data say?
- What is best for all students?
- What is the financial impact?



Questions



[COMMITTEE](#) [RESOURCES](#) [MEETINGS](#)  
[CONTACT US](#)



[District Website](#)



## CRANDALL ISD FACILITY PLANNING COMMITTEE

### PLANNING FOR THE FUTURE.

In our district, we are proud of our friendly small-town roots, but we want the world to know that we are a modern community that is on the move with a rapidly increasing population, reasonable cost of living, business-friendly leadership, and a skilled workforce that will benefit your business. Join us in the planning!

[Committee Meetings](#)



# Crandall Independent School District Board of Trustees

**Board Meeting Date:**

November 8, 2021

**Agenda Item:**

CISD Communication Updates

**Agenda Section:**

Information Item

**Administrator Responsible:**

Mr. Chris Moore

**Summary/Background Information:** Highlights of the month's accomplishments by CISD students and staff.

**Administrative Recommendation:** For your information.



**Crandall Independent School District**  
**Board of Trustees**

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	COVID Update
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Christy Starrett Assistant Superintendent

**Summary/Background Information:** Updated information regarding COVID – 19 and open campus lunch and parent visitation days.

**Administrative Recommendations:** For your information.

# COVID REPORT

11/1-11/5	Students				Staff				Grand Total
	Close Contact	Symptoms	Positive	Total	Close Contact	Symptoms	Positive	Total	
CHS	2	2	1	5	-	-	-	0	5
CMS	-	-	-	0	-	-	-	0	0
Compass	-	-	-	0	-	-	-	0	0
Dietz	-	-	-	0	-	-	-	0	0
Martin	-	5	-	5	-	-	-	0	5
Noble-Reed	1	1	-	2	-	-	-	0	2
Walker	-	-	-	0	1	-	-	1	1
Wilson	-	-	-	0	-	-	-	0	0
Central Office					-	-	-	0	0
Maint./Transport.					-	-	-	0	0
	3	8	1	12	1	0	0	1	13



# Campus Lunch Periods And Parent Visitation Days

Campus	Lunch	Days Parents Can Visit
CHS	10:30 am - 12:30 pm	Monday and Friday
CMS	10:45 am - 1:20 pm	Monday and Friday
Martin	10:30 am - 1:25 pm	Monday and Friday
Noble Reed	10:30 am - 1:05 pm	Thursday and Friday
Dietz	10:50 am - 1:10 pm	Monday and Friday
Wilson	10:30 am - 12:45 pm	Monday and Friday
Walker	10:30 am - 1:11 pm	Monday and Friday



## **Crandall Independent School District Board of Trustees**

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	CISD Education Foundation Fall Grant Awards
<b>Agenda Section:</b>	Action
<b>Administrator Responsible:</b>	Ms. Kimberly Bramhall

**Summary/Background Information:** The CISD Education Foundation would like to fund eight grant applications for a total of \$16,548.09.

**Administrative Recommendation:** Administration recommends approval of the following grants:

1002, 1003, 1004, 1005, 1007, 1008, 1009, and 1010 for a total of \$16,548.09



# Grant Awards

Cody Frazier, President  
Kimberly Bramhall, Executive Director

# Grant Awards

Approval of grants:

1002

1003

1004

1005

1007

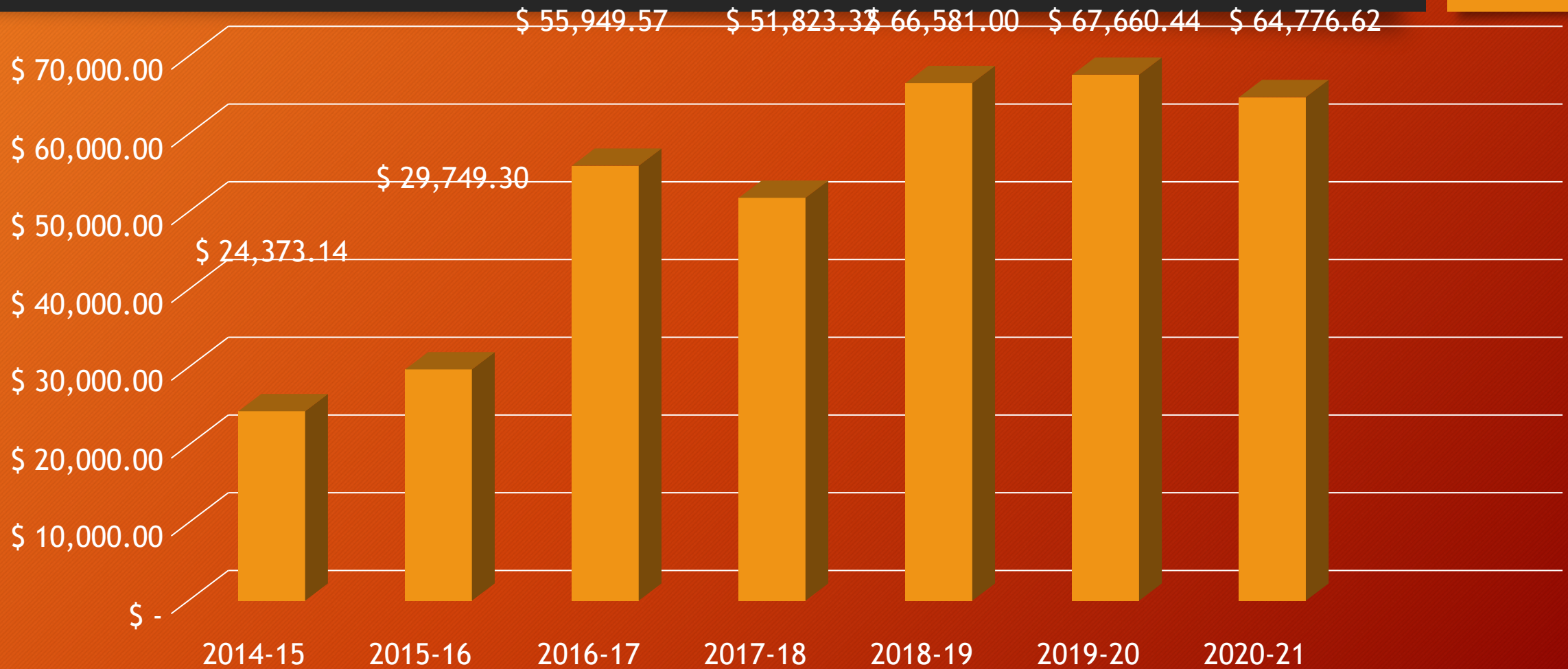
1008

1009

1010

Total     \$16,548.09

# CEF Grant awards per school year



# Crandall ISD Education Foundation

## 2021 STRATEGIC PLANNING

**1.** Build and maintain a sustainable and diverse revenue stream in a proactive manner.

---

**2.** To offer community funded and district supported programs that are implemented with fidelity in our schools. Programs will impact student achievement, develop educator effectiveness and advocate for ALL CISD students and educators.

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**3.** Create communication and resources within the district via: administration, campus and staff.

---

**4.** To be the recognized source of education support and resources in CISD.

---

**5.** Develop a dedicated and engaged board whose members are diverse and exercise leadership in the community and, as well as, on campuses.



## Crandall Independent School District

### Board of Trustees

<b>Board Meeting Date:</b>	November 8, 2021
<b>Agenda Item:</b>	Monthly Financial Reports
<b>Agenda Section:</b>	N/A
<b>Administrator Responsible:</b>	Mike White, Chief Financial Officer

#### **Summary/Background Information:**

Statement of Revenues, Expenditures, & Changes in Fund Balance  
Tax Collection Report  
Monthly Investment Report

#### **Administrative Recommendations:**

No recommendation is necessary.

**STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE  
GENERAL FUND  
MONTH ENDING OCTOBER 31, 2021**

		<b>Amended Budget</b>	<b>YTD Rev / Exp</b>	<b>Percent Rev / Exp</b>
<b>Revenue:</b>				
5700	Local & Intermediate Sources	13,182,729	151,489	1.1%
5800	State Program Revenue	33,588,687	8,578,954	25.5%
5900	Federal Program Revenue	100,000	12,972	13.0%
	Total Revenues	46,871,416	8,743,415	18.7%
<b>Appropriations:</b>				
11	Instruction	25,330,173	4,932,018	19.5%
12	Library & Media Services	671,757	135,376	20.2%
13	Curriculum & Staff Development	833,830	215,504	25.8%
21	Instructional Leadership	708,364	112,761	15.9%
23	School Leadership	3,109,646	533,150	17.1%
31	Guidance, Counseling & Evaluations Serv	1,603,245	266,164	16.6%
32	Social Services	100,023	16,052	16.0%
33	Health Services	627,132	113,638	18.1%
34	Student Transportation	2,556,271	419,455	16.4%
36	Co-Curricular & Extra Curricular Activities	1,709,569	269,520	15.8%
41	General Administration	2,137,130	434,201	20.3%
51	Maintenance & Operation	4,034,356	800,252	19.8%
52	Security & Monitoring Services	420,017	81,008	19.3%
53	Data Processing Services	1,078,424	340,023	31.5%
61	Community Services	176,586	1,042	0.6%
81	Facilities Acquisition & Construction	4,866,550	282,808	5.8%
99	Other Intergovernmental Charges	150,000	0	0.0%
	Total Appropriations/Expenditures	50,113,073	8,952,973	17.9%
<b>Net Change in Fund Balance</b>		(3,241,657)	(209,559)	
<b>Fund Balance - September 1 (Beginning)</b>		14,071,626	10,888,932	
<b>Fund Balance - August 31 (Ending)</b>		10,829,969	10,679,373	

**CRANDALL ISD**  
**856406.76**  
**FOOD SERVICE FUND 240**  
**MONTH ENDING OCTOBER 31, 2021**

		<u>Amended</u> <u>Budget</u>	<u>YTD</u> <u>Rev / Exp</u>	<u>Percent</u> <u>Rev / Exp</u>
<b>Revenue:</b>				
5700	Local & Intermediate Sources	746,228	102,368	13.7%
5800	State Program Revenue	11,852	600	0.0%
5900	Federal Program Revenue	1,411,052	522,351	37.0%
	Total Revenues	<u>2,169,132</u>	<u>625,318</u>	<u>28.8%</u>
<b>Appropriations:</b>				
35	Food Services	2,154,132	469,632	21.8%
51	Maintenances	15,000	230	1.5%
	Total Appropriations/Expenditures	<u>2,169,132</u>	<u>469,862</u>	<u>21.7%</u>
<b>Net Change in Fund Balance</b>		<u>-</u>	<u>155,456</u>	

**CRANDALL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE  
INTEREST & SINKING  
MONTH ENDING OCTOBER 31, 2021**

	<u>Amended Budget</u>	<u>YTD Rev / Exp</u>	<u>Percent Rec / Exp</u>
<b>Revenue:</b>			
5700 Local & Intermediate Sources	7,558,203	44,250	0.6%
5800 State Program Revenue	1,423,600	-	0.0%
Total Revenues	8,981,803	44,250	0.5%
<b>Appropriations:</b>			
71 Debt Services	8,981,803	900	0.0%
Total Appropriations/Expenditures	8,981,803	900	0.0%
<b>Net Change in Fund Balance</b>	-	43,350	

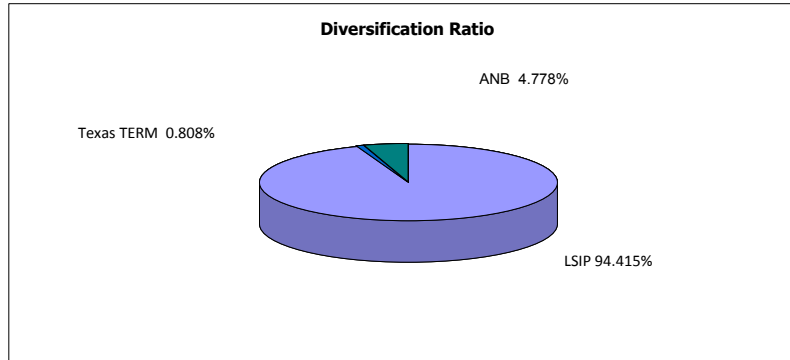
**Tax Collection Report  
Month Ending October 31, 2021**

<b>MAINTENANCE AND OPERATIONS</b>															
	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>YTD</u>	<u>BUDGET</u>	<u>PERC</u>
CURRENT	\$ 26,531.96	\$ 6,261.16											\$ 32,793.12	\$ 12,806,729.00	0.26%
PRIOR YR	\$ 13,167.17	\$ 3,719.16											\$ 16,886.33	\$ 85,000.00	19.87%
PEN & INT	\$ 5,497.75	\$ 3,891.45											\$ 9,389.20	\$ 60,000.00	15.65%
<b>TOTAL</b>	<b>\$ 45,196.88</b>	<b>\$ 13,871.77</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	<b>\$ 59,068.65</b>	<b>\$ 12,951,729.00</b>	<b>0.46%</b>

<b>INTEREST AND SINKING</b>															
	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>YTD</u>	<u>BUDGET</u>	<u>PERC</u>
CURRENT	\$ 15,166.31	\$ 3,579.03											\$ 18,745.34	\$ 7,000,000.00	0.27%
PRIOR YR	\$ 6,577.00	\$ 1,934.79											\$ 8,511.79	\$ 300,000.00	2.84%
PEN & INT	\$ 3,026.20	\$ 2,064.81											\$ 5,091.01	\$ 158,203.00	3.22%
<b>TOTAL</b>	<b>\$ 24,769.51</b>	<b>\$ 7,578.63</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	<b>\$ 32,348.14</b>	<b>\$ 7,458,203.00</b>	<b>0.43%</b>

**MONTHLY INVESTMENT REPORT**  
October 31, 2021

		Average Annualized Interest Rate	Diversification Ratio	October 1, 2021 Beginning Balance	Increases to Cash	Decreases to Cash	Interest	October 31, 2021 Ending Balance
<b>Lone Star Investment Pool</b>	General Operating			16,371,509.15	2,013,871.77	(3,011,595.60)	722.72	15,374,508.04
	Debt Service			5,125,708.51	7,578.63		235.30	5,133,522.44
	Construction			40,738,342.12		(3,288,000.00)	1,778.65	37,452,120.77
	<b>% Funds Available invested in LSIP</b>	0.0500%	94.415%	62,235,559.78	2,021,450.40	(3,288,000.00)	1,778.65	57,960,151.25
<b>TexPool</b>	General Operating			0.00				0.00
	Debt Service			0.00				0.00
	<b>% Funds Available invested in Logic</b>	0.0000%	0.000%	0.00				0.00
<b>Texas Range-Term</b>	General Operating - TexasDAILY	0.002%		\$ 248,889.22				248,889.22
	General Operating - CD Program	0.350%		\$ 247,000.00				247,000.00
	<b>% Funds Available invested in Texas CLASS</b>	0.8500%	0.808%	495,889.22		-		495,889.22
<b>American National Bank</b>	General Operating	0.120%		1,566,286.84	7,111,251.10	(7,127,466.98)	109.51	1,550,180.47
	Payroll Clearing	0.120%		729,036.44	3,319,597.18	(3,323,393.04)	45.51	725,286.09
	Debt Service	0.120%		2,807.48			0.26	2,807.74
	Black and Gold	0.120%		-				0.00
	Student Activity	0.120%		181,428.72	26,089.75	(21,945.14)	16.59	185,589.92
	Construction	0.000%		801,233.69	3,288,000.00	(3,620,269.13)	122.19	469,086.75
	Workers Comp	0.000%		1.00	35.00	(35.00)		1.00
	<b>% Funds Available invested in Bank of Texas</b>		4.778%	3,280,794.17	6,633,721.93	(6,965,642.31)	184.55	2,932,951.97
<b>Fund Totals</b>	General Operating			18,433,685.21	9,125,122.87	(10,139,062.58)		17,420,577.73
	Activity			181,428.72	26,089.75	(21,945.14)	16.59	185,589.92
	Workers Comp			1.00	35.00	(35.00)	0.00	1.00
	Debt Service			5,128,515.99	2,013,871.77	(3,288,000.00)	1,778.91	5,136,330.18
	Construction			41,539,575.81	3,288,000.00	(6,908,269.13)	1,900.84	37,921,207.52
	Payroll Clearing			729,036.44	3,319,597.18	(3,323,393.04)	45.51	725,286.09
	<b>GRAND TOTAL</b>		100.000%	66,012,243.17	17,772,716.57	(23,680,704.89)	3,742	61,388,992.44



**Note to Board of Trustees:**

All investments for month end for 10/31/2021 have been made in compliance with board policy and the Public Funds Investment Act.

**Mike White**  
CFO