

Regular Meeting
Monday, December 13, 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)
 - 2.A. Discuss hiring, resignations, terminations, and reassignments.
3. Open Session
4. Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors
5. Public Participation
6. Student Recognition
 - 6.A. Winners of the CISD Holiday Card Contest
7. Consent Items
 - 7.A. Consider approval of the minutes of previous meetings.
 - 7.B. Budget Amendment #1
 - 7.C. District Improvement Plan
 - 7.D. Class Size Exception
8. Information Items
 - 8.A. Middle School Construction Update
 - 8.B. Secondary Campus Improvement Plans
 - 8.C. Dress Code Report
 - 8.D. COVID Update
 - 8.E. CEF Monthly Update
 - 8.F. Communications Update
 - 8.G. Annual Investment Report
 - 8.H. FIRST Management Report Update
9. Action Items
 - 9.A. TASB Policy Review
 - 9.B. 2022-23 Secondary Course Academic Planning Guide Additions
 - 9.C. Personnel
 - 9.D. District of Innovation Plan
 - 9.E. Purchasing Co-op
10. Financial Report
11. Adjournment



Crandall Independent School District Board of Trustees

Board Meeting Date: December 13, 2021

Agenda Item: Minutes from previous Board Meetings

Agenda Section: Consent

Administrator Responsible: Jennifer Johnson

Summary/Background Information: Minutes recorded on November 8, 2021, Regular Board Meeting.

Administrative Recommendation: Administration recommends approval of minutes listed above.

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

A Regular Meeting of the Board of Trustees of Crandall ISD was held Monday, November 8, 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 (Jennifer Hiser arrived at 6:30 pm)

CLOSED SESSION TIME: 5:31 PM

Personnel (Texas Government Code Section 551.074)

OPEN SESSION: 7:03 PM

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

Staff Members Present: Dr. Holly Keown, Dr. AJ Murry, Christy Starrett, Dr. Carri Eddy, Mike White, Chris Moore, Scott Stewart, Kimberly Bramhall, Jennifer Johnson

PUBLIC PARTICIPATION

There was one public comment card turned in by Mr. Daniel Nix. He had 3 children at Wilson Elementary and was elected as chair of long-range facility committee. Tonight, he shares personal observations on why he is in favor of 1 middle school versus 2.

FIRST Hearing (Financial Integrity Rating System of Texas)

Presenter: Mike White

Notes: A district receives 1 of 4 ratings A, B, C, F. Indicators have changed from year to year, so comparing year to year requires some attention to detail. Mr. White reviewed all the rating categories. Overall, the district received a 94/100, A=Superior Achievement for solid financials and budget.

Mike Wood asked what the biggest change in indicators from the 18-19 school year to the 19-20 school year was. Mr. White pointed out the changes that were added that sometimes make it harder to achieve a high score, but CISD still overcame those changes to receive an A rating.

Open the public hearing for FIRST.

Motion by Mike Wood is seconded by Jennifer Hiser to open the FIRST hearing up. There was no public comment or questions.

Motion passed 6-0.

Closed public hearing.

STUDENT RECOGNITION

Mr. Chris Moore presented the Eagle Scout Award to Garrison Moore. Only 4 % of scouts reach this rank. Garrison created the Fill the Trailer campaign.

(The Board took pictures with Garrison Moore.)

CONSENT ITEMS

The following consent items were reviewed.

Motion by Sharon Long was seconded by Amy Barber to move Budget Amendment, Consent item C, to the December 2021 meeting to allow more time to review.

Motion passed 6-0.

Minutes of October 11, 2021 (Consent item A)

Administration recommends approval of minutes from the October 11, 2021 regular board meeting.

Approval of TEAL Designee – Ms. Kim Purifoy (Consent item B)

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

Motion was made by Amy Barber and seconded by Mike Wood to approve consent item A and B as noted.

Motion passed 6-0.

INFORMATION ITEMS

Middle School Construction Update

Presenter: Mr. Scott Stewart

Notes: Monthly project update on CISD new Middle School

The Board asked when we would be dried in, and Mr. Stewart responded with January as an estimate. Furniture has been ordered and purchased already. They have been proactive to help avoid delays. The auxiliary gym is watertight and can be used a storage while construction finishing up. Mr. Stewart feels we are on schedule to be completed on time.

Crandall Education Foundation Update

Presenter: Kimberly Bramhall

Notes: CISD Education Foundation monthly update.

Events: Homecoming Alumni Event at Rusted Rail; Chamber of Commerce golf tournament; tailgate appreciate @ lighthouse; VIP Presenter; participated in L-R Facility Planning, Programs Committee fall grant cycle, Kaufman County leadership team.

2022-23 Secondary Course Academic Planning Guide Additions

Presenter: Carri Eddy

Notes: Crandall ISD's Academic Planning Guides are reviewed annually with the intentions of providing Crandall ISD students premier programs. A request for approval of new courses will be brought to the Board on December 13, 2021.

Courses CISD would like to add to the high school next year. CTE – Intro to imaging Technology; Principles of Nursing Sci; Barbering 1, Barbering 2 (2023-24 school year). Social Studies: AP Human Geography; AP World History; World Language: Native Speaker I and II. No additional teachers for SS or World Language. Elective: Reading 1, 2 and 3; Strategic Learning for High School Mathematics.

The Board asked if we were having a Job Fair. Dr. Eddy stated that the first job fair will be Dec. 5th. The Board asked how we will find staff to fill positions since it is currently difficult to do so.

Instructional Materials Adoption Committee

Presenter: Carri Eddy

Notes: : 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. A request for approval of the new adoption materials will be brought to the Board on January 10, 2022.

Elementary Campus Improvement Plans

Presenter: Holly Keown

Notes: 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. Elementary Campus Principals presented two positive notes regarding their Campus and one challenge they currently face.

Ms. DeAnn Baker presented the CIP for Dietz. The Board asked about the Character Club. It is a group of students that help with morning arrival, working the lunchroom and helping to build a sense of responsibility.

Ms. Paige Cherry presented the CIP for Noble-Reed. The Board asked what teaching positions they are currently needing filled. There are a total of 10 positions.

Mr. Michael Starling presented the CIP for Walker. The Board asked if they have any vacancies. Teacher positions are full, but they are looking for 2 aides.

Ms. Holly Kirby presented the CIP for Wilson.

Next month the remaining schools will present their CIP.

District of Innovation Plan

Presenter: Holly Keown

Notes: Administration will work with a District Advisory Committee to prepare a plan of action for the district. An amendment will 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, a plan will be presented to the board for approval.

The Board asked about Alternative Certification program option for staff. Staff would be limited to finishing the Alt Cert program within a year. More time might be considered.

TASB Policy Update

Presenter: Christy Starrett

Notes: 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.

Long Range Facilities Update

Presenter: Chris Moore

Notes: Sharing of information and overview of next steps for Facilities Planning Committee. A summary of the Long-Range Facilities plan was provided.

CISD Communications Update

Presenter: Chris Moore

Notes: Highlights of the month's accomplishments by CISD students and staff.

Mr. Moore reviewed the three meetings leading up to tonight's Board Meeting.

- 1) Sept 28 Board Workshop – reviewed data. Clarified that no Action items were listed on the Board Workshop agenda and no vote was taken.
- 2) Long Range Facility Meeting #1 - Shared that 10,000 new homes in the next 5 years. Projected 7,700 students within next 5 years. Facilities projected to be over capacity by 2024-26 school year.
- 3) Long Range Facility Meeting #2 – An overview of the Sept 28 Workshop. Committee Chairs were elected – Ryan Eskridge, Daniel Nix and Jakobie West.

Throughout the past couple of months, CISD has communicated with the community via email and text. www.crandallisdplanning.com website is updated with data for anyone that is not able to attend the Long-Range Facility Committee meetings.

The Board asked when we planned to put the Bond up. The idea was May 2022. The Board asked if CISD has used the 2017 Bond money as CISD said they would use it.

Dr. Murry let the attendees know that there are blue notecards on the entry table where they can write any questions they have and leave their email address and she will get back with them. Dr. Murry presented some data to explain the decision-making process.

2017 Bond - \$125 MM

Phase 1 – New High School Wing; Portion of Elementary school

Phase 2: Finish High School wing; Finish Elementary school

Phase 3: New Middle School.

CISD did not end up needing to split the elementary school into two phases, which saved money.

\$30 million dollars remained from the 2017 Bond.

The Board asked how a school builds schools without a bond, and Mr. Mike White stated there really is no other way to build schools.

COVID Update

Presenter: Christy Starrett

Notes: Updated information regarding COVID – 19, open campus lunch and parent visitation days/events.

COVID numbers are low, and this has allowed CISD to open up campuses for some lunches and family events. The Board questioned why campuses are only open on 2 days vs. all days of the week if COVID numbers are so low. Campuses are trying to ease into the reopening. They want parents back on campuses but want to make sure we do it cautiously.

ACTION ITEMS

CISD Education Foundation Fall Grant Awards

Presenter: Kimberly Bramhall and Cody Frazier

Notes: The CISD Education Foundation would like to fund eight grant applications for a total of \$16,548.09.

Mr. Frazier reviewed the CEF Board 2021 Strategic Planning. They are looking to surpass the CEF Grant Awards from previous school years this year.

Motion was made by Mike Wood and seconded by Sharon Long.
Motion passed 6-0.

MONTHLY FINANCIALS

Presenter: Mike White

Notes: Mike White reviews the following:

- Statement of Revenues, Expenditures, and Changes in Fund Balance
- Tax Collection Report
- Monthly Investment Report

Mike Wood makes a motion to adjourn.

ADJOURNMENT TIME: 10:05 PM



Crandall Independent School District
Board of Trustees

Board Meeting Date: December 13, 2021
Agenda Item: Budget Amendment #1
Agenda Section: Consent Item
Administrator Responsible: Mike White, Chief Financial Officer

Summary/Background Information:

Original budget adjustment.

Administrative Recommendations:

Administration recommends the approval of the Budget Amendment #1.

**CRANDALL INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET AMENDMENT #1
GENERAL FUND
2022**

		<u>Current</u>	<u>Proposed</u>	<u>Balance</u>
		<u>Budget</u>	<u>Amendments</u>	
Revenue:				
5700	Local & Intermediate Sources	13,182,729	1,311,071	14,493,800
5800	State Program Revenue	33,588,687	1,437,313	35,026,000
5900	Federal Program Revenue	100,000	50,000	150,000
	Total Revenues	46,871,416	2,798,384	49,669,800
 Appropriations:				
11	Instruction	25,330,173	1,377,627	26,707,800
12	Library & Media Services	671,757	89,629	761,386
13	Curriculum & Staff Development	833,830	8,009	841,839
21	Instructional Leadership	708,364	13,769	722,133
23	School Leadership	3,109,646	57,752	3,167,398
31	Guidance, Counseling & Evaluations Serv	1,603,245	38,714	1,641,959
32	Social Services	100,023		100,023
33	Health Services	627,132	37,149	664,281
34	Student Transportation	2,556,271	2,417	2,558,688
36	Co-Curricular & Extra Curricular Activities	1,709,569	245,748	1,955,317
41	General Administration	2,137,130	275,633	2,412,763
51	Maintenance & Operation	4,034,356	410,140	4,444,496
52	Security & Monitoring Services	420,017	58,360	478,377
53	Data Processing Services	1,078,424	242,203	1,320,627
61	Community Services	176,586	(152,766)	23,820
81	Facilities Acquisition & Construction	4,866,550	44,000	4,910,550
99	Other Intergovernmental Charges	150,000	50,000	200,000
	Total Appropriations / Expenditures	50,113,073	2,798,384	52,911,457
 Budgetary Fund Balance		 (3,241,657)	 0	 (3,241,657)
1. Original budget adjustment				



Crandall Independent School District Board of Trustees

Board Meeting Date:	December 13, 2021
Agenda Item:	District Improvement Plan
Agenda Section:	Consent
Administrator Responsible:	Holly Keown, Ed. D.

Summary/Background Information: After working with a committee to compose the District Improvement Plan, we have five goals aligned with the School Board Goals. Twenty performance objectives and forty-eight strategies to monitor and adjust throughout the school year. This plan will keep the district focused on providing each student an exceptional education, in an inspiring environment, with caring people.

Administrative Recommendation: The District Improvement Planning Committee would recommend approval of the District Improvement Plan. We will continue to adjust and monitor the document as the district evaluates the strategies aligned with the performance objectives and goals of the district. This plan will strengthen the focus of our stakeholders to empower each student to positively impact the world by continuing the work on district goals throughout the year.

Crandall Independent School District

District Improvement Plan

2021-2022



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

Mission Statement

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

Vision

To empower each student to positively impact the world.

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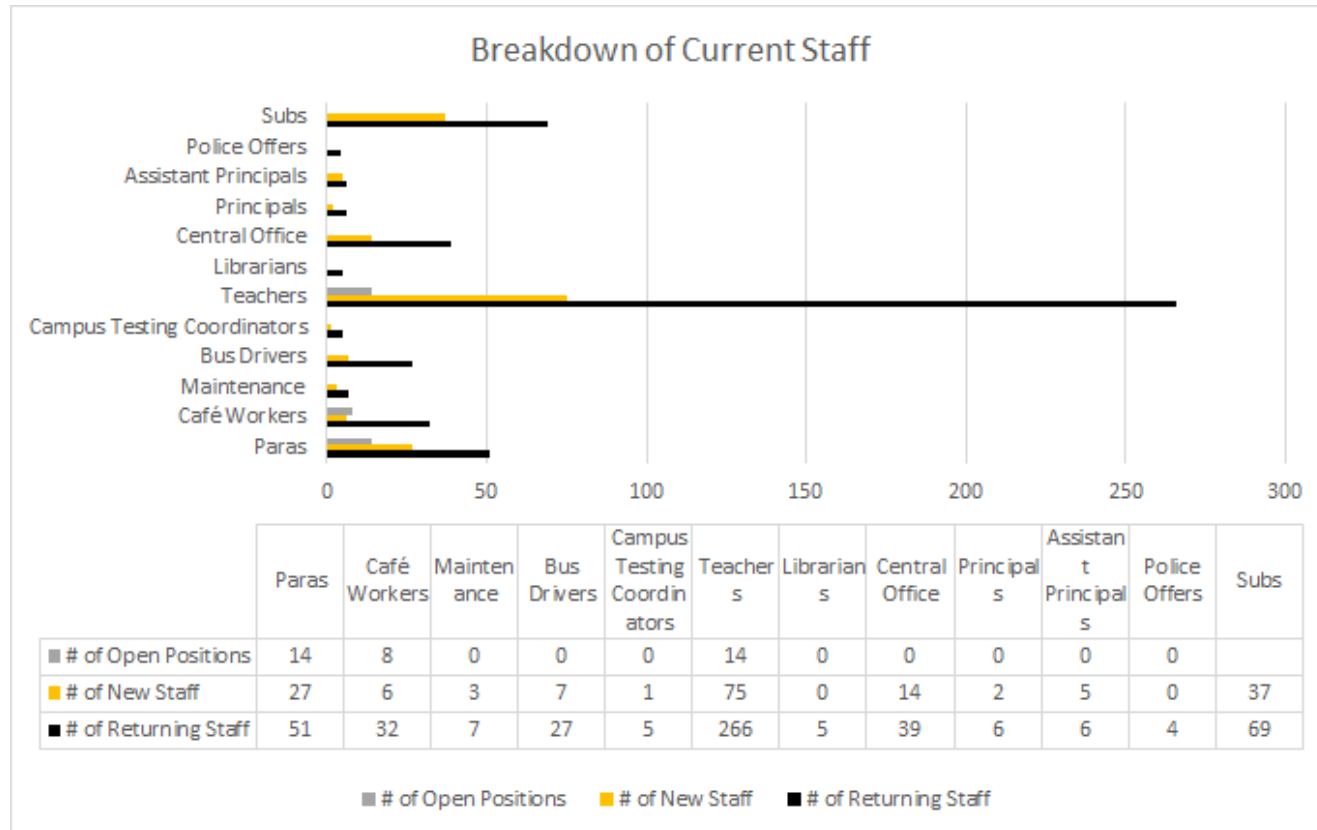
Comprehensive Needs Assessment

Revised/Approved: September 14, 2021

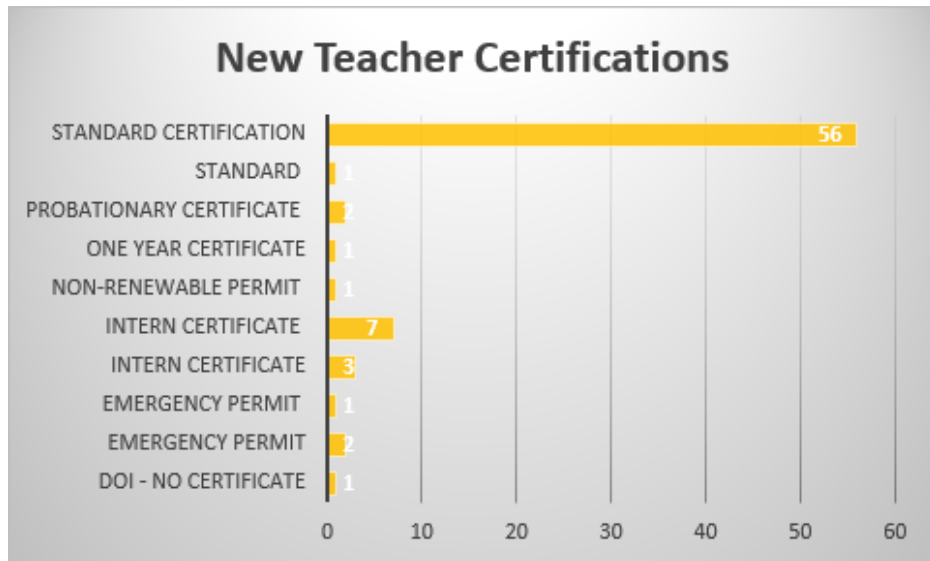
Demographics

Demographics Summary

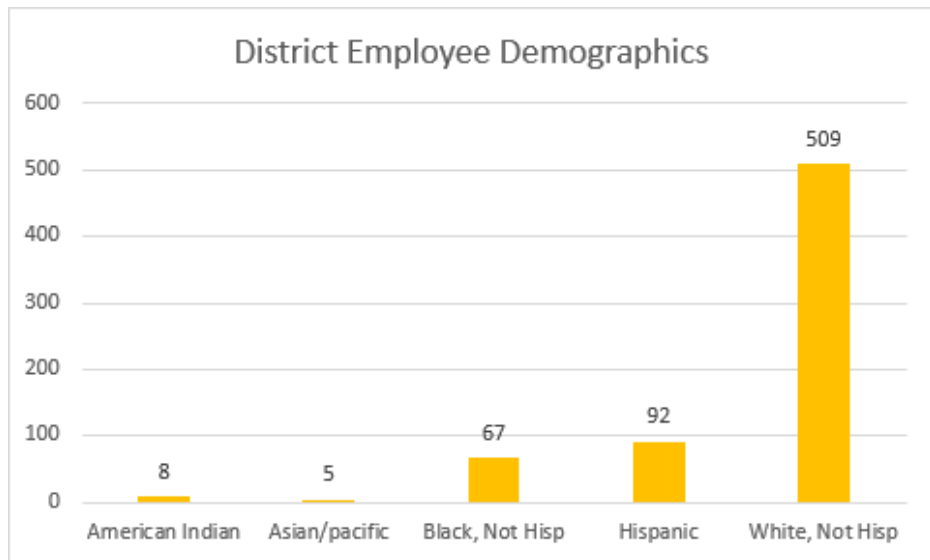
In Crandall ISD, retention of teachers for the 2020 -2021 school year sits at 75% with 21 current openings. We have 75 new teachers in Crandall ISD. Our goal is to improve our retention with our staff this year.



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

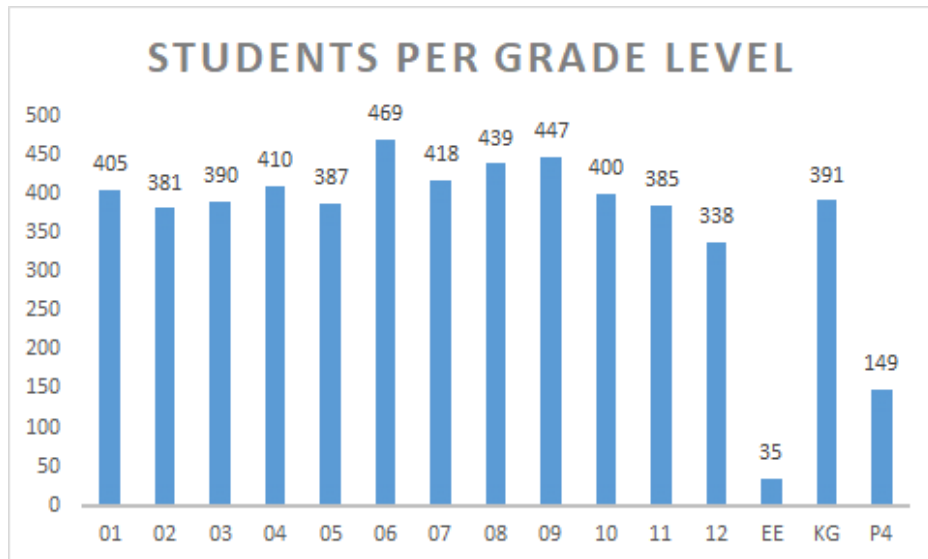
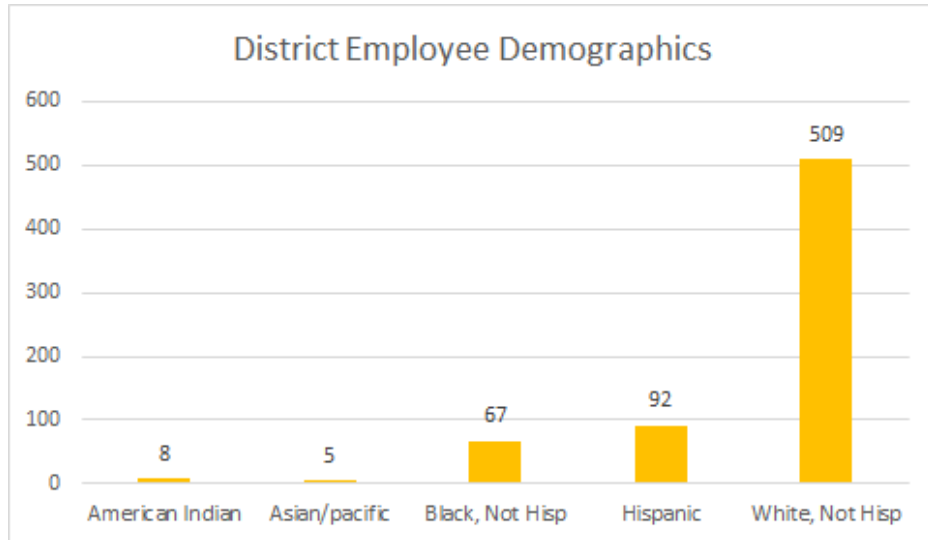


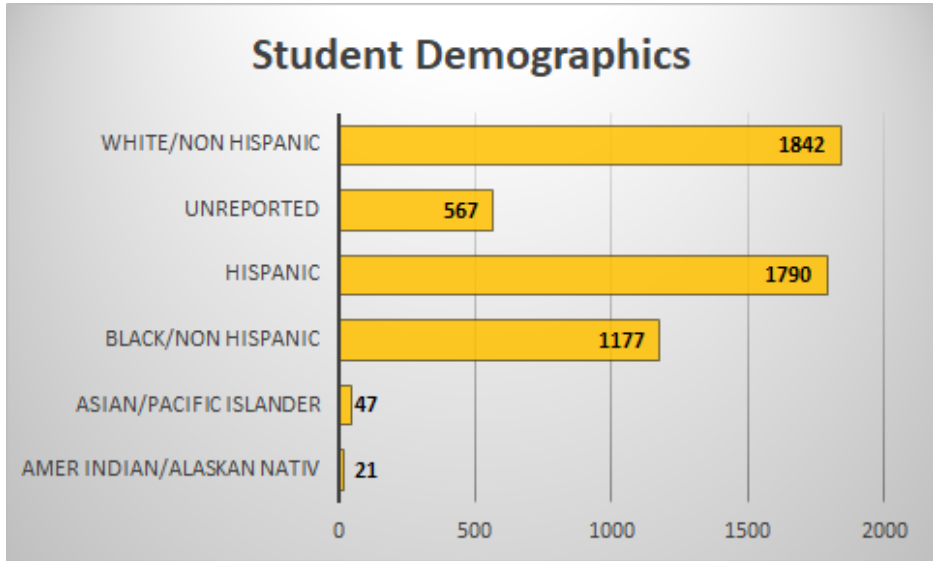
Our district has a total of 517 employees with the following demographic breakdown.



2021- 2022

Our employee demographics regarding ethnicity are shown as the following:





History of Community:

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

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

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

Demographics Strengths

Fast Growth District

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

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

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

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

New Facilities

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

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

Crandall as a Community

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

Crandall Demographics

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

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

STAAR Reading Performance (3-6)

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

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

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

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

STAAR Reading Performance (7-8)

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

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

STAAR Writing Performance (4 and 7)

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

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

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

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

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

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

STAAR Math Performance (3-6)

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

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

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

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

STAAR Math Performance (7-9)


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


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


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

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

STAAR Science Performance


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


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

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

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

STAAR History

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

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

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

Advanced Academics: Advanced Placement (AP)

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

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

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

Student Learning Strengths

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

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

District Processes & Programs Strengths

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

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

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

Perceptions

Perceptions Summary

Priorities for District and School Administrators:

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

We will focus on character, compassion, and community.

Compassion

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

Character

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

Community

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

Perceptions Strengths

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

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

Problem Statement 5 Areas: Demographics

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 3 Areas: Perceptions

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

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

Problem Statement 6 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups




- 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




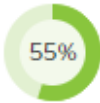
Goals






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

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

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

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

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

Strategy 8 Details	Reviews			
<p>Strategy 8: CISD GT coordinator and campus GT liaisons engage in monthly check-ins to assess their current needs. Many campuses are also utilizing intervention blocks as a tool for their GT programs.</p> <p>Strategy's Expected Result/Impact: Campus administrators will have a direct response to the needs of gifted or advanced learners on their campuses.</p> <p>Staff Responsible for Monitoring: District GT Coordinator, Campus Administrators, GT Teachers, and Chief Academic Officer.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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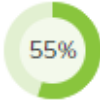
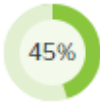




Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

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

Targeted or ESF High Priority

HB3 Goal






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

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

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

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

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Personal Graduation Plans will be conducted with each student to ensure the successful completion of a CCMR measure.</p> <p>Strategy's Expected Result/Impact: 90% of Crandall High School Students will meet the CCMR measure.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness, High School Testing Coordinator, Counselors, Teachers, and Campus Administrators,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Preparation Courses, Training, and Supplemental Resources - 199-PIC 22 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Targeted or ESF High Priority






Evaluation Data Sources: Increased ELA Scores and Reading Lexile levels

Strategy 1 Details	Reviews			
Strategy 1: Implement Year 2 of Reading Academy Training to develop stronger teachers in the elementary levels. Strategy's Expected Result/Impact: Improved capacity of teachers in the Elementary Schools. Staff Responsible for Monitoring: Campus Administrators, Coordinator of Reading Academy. Elementary ELAR/Social Studies Instructional Strategist, and Chief Academic Officer.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The district will implement policies and procedures for technology usage throughout the district.

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




Strategy 1 Details	Reviews			
<p>Strategy 1: The district will conduct program evaluations before purchasing any software or contracts related to technology and instruction.</p> <p>Strategy's Expected Result/Impact: Streamline products throughout the district.</p> <p>Staff Responsible for Monitoring: Director of Innovation and Technology, Director of Purchasing, Chief Academic Officer, and Chief of Staff,</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 1: The Human Resource Department will assist campuses in selecting and retaining teachers in the district.

HB3 Goal

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

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

Strategy 4 Details	Reviews			
Strategy 4: Recruit Crandall ISD Alumni from staff referrals for current openings to promote retention within the district. Strategy's Expected Result/Impact: Increase in Crandall Alumni joining Crandall ISD. Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
				
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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 2: The district will provide new teacher training to increase their ability to be successful on campus.

HB3 Goal

Evaluation Data Sources: Meeting the requirements from Region 10 Mentor Training.

The retention rate of new teachers

Survey of new teachers







Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will meet to discuss behavior strategies and classroom management tools.</p> <p>Strategy's Expected Result/Impact: Decrease in new teacher flight from the teaching profession. New teacher surveys indicating the desire to stay in the district and teaching profession.</p> <p>Staff Responsible for Monitoring: Human Resources, The Triple A Team, and Principals.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 3: Administrators on each campus will meet to discuss coaching methods to improve instruction campuswide by supporting and meeting the needs of teachers.

HB3 Goal



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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of classroom feedback and coaching methods when working with teachers on campus.</p> <p>Strategy's Expected Result/Impact: Increase in retention of teachers Coaching sessions produce connected and committed relationships between administrators and teachers. Monitor effectiveness of coaching sessions with administrators through monthly meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct stay interviews with teachers to promote retention and longevity of staff members in Crandall ISD.</p> <p>Strategy's Expected Result/Impact: Increase in retention rates for teachers. Increase in teacher referrals for Crandall ISD.</p> <p>Staff Responsible for Monitoring: Chief of Staff, Chief Academic Officer, 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: Professional development will be provided to recognize signs of mental health issues in students.


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


Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and Staff will recognize when students are facing moments of crisis, trauma induced needs, and/or mental health struggles.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the effects of mental health illness Teachers will refer students for assistance when recognizing signs of stress or emotional distress. Increased understanding of students' social-emotional well-being through professional development and resources.</p> <p>Staff Responsible for Monitoring: All faculty and staff Counselors Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Advertise and share mental health support resources with staff and parents for students struggling with mental health issues.</p> <p>Strategy's Expected Result/Impact: Decrease in student outcries, depression like-symptoms, and mental health concerns. Increased awareness of district resources. Parents will utilize the parent education nights and district website as a resource and link to community supports.</p> <p>Staff Responsible for Monitoring: Social-Emotional Learning Coordinator Counselors Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The BARK monitoring system will notify administrators and parents when students are making poor choices on the internet.</p> <p>Strategy's Expected Result/Impact: A decrease in BARK alerts per campus</p>	Formative			Summative
	Nov	Jan	Mar	June

Increase in parental awareness in student internet activities
Staff Responsible for Monitoring: Campus Administrators, Parents



 No Progress

 Accomplished








 Continue/Modify

 Discontinue

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

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


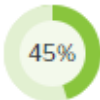




Evaluation Data Sources: Teacher awareness
 Teacher reports increase
 Counselor reports
 Safety/Drill Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergency, crisis, and safety training will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety hazards in the workplace Increased awareness of IDs on students and staff members Increased safety awareness of entry and exit points. Ability to conduct safety drills efficiently. Threat assessment training increases awareness of surroundings and situations to improve safety.</p> <p>Staff Responsible for Monitoring: Coordinator of Safety and Security, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Cybersecurity training will be conducted throughout the district to prevent phishing and hacking attacks on the district network.</p> <p>Strategy's Expected Result/Impact: Increased awareness of Viral hacking attempts and hacking on users.</p> <p>Staff Responsible for Monitoring: All faculty and staff, Director of Innovation and Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Crisis Drills will be conducted that include Fire Drills, Shelter in Place, Lock outs, Lock downs, Building Evacuation, and Tornado Drills,</p> <p>Strategy's Expected Result/Impact: Improved times and execution of drills Efficient Safety Audit Reports Help staff and students respond in an organized and systematic manner during emergency crisis situations.</p> <p>Staff Responsible for Monitoring: Campus Administration, Faculty and Staff, and Coordinator of Safety and Security.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

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





Evaluation Data Sources: Local Agreement Contracts

Strategy 1 Details	Reviews			
<p>Strategy 1: Four times a year, a safety and security community team will meet to collaborate on the emergency issues. Strategy's Expected Result/Impact: Community awareness of emergency protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate local agreements with Kaufman County Emergency Management Department, Kaufman County Sheriff, and Crandall Police Department. Strategy's Expected Result/Impact: Increased Communication between parties Staff Responsible for Monitoring: Coordinator of Safety & Security</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p 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 4: The district will post information, provide current safety training, supply emergency kits, and maintain an emergency binder.





Evaluation Data Sources: Monthly Reports

Strategy 1 Details	Reviews			
Strategy 1: District Safety Coordinator will train staff members staff development. Strategy's Expected Result/Impact: Clear and precise expectations for safety protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Safety initiative awareness campaign for faculty, students, and parents. Strategy's Expected Result/Impact: Increased awareness of parental expectations in the event of an emergency or safety drill event. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bus Driver Training for Safety and Security measures Strategy's Expected Result/Impact: A decrease in accidents. Staff Responsible for Monitoring: Chief Officer of Communications and Safety Operations and Director of Transportation.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div 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 5: Monthly safety facility audits will be conducted to protect and secure the learning environments throughout the district.







Evaluation Data Sources: Monthly Required Reports

Strategy 1 Details	Reviews			
Strategy 1: Coordinator of Safety & Security will provide training to staff. Strategy's Expected Result/Impact: Decreased safety issues on campus Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2). Coordinator of Safety & Security performs weekly safety audits on campuses. Strategy's Expected Result/Impact: Increased compliance of safety regulations. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide student identification cards for all students in district. Strategy's Expected Result/Impact: Awareness of strangers on campus. Staff Responsible for Monitoring: Director of Transportation and Operations	Formative			Summative
	Nov	Jan	Mar	June
<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 1: Public relations will be an integral part of each campus while promoting the positive aspects of campus life.







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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increasing public relations on each campus to promote CISD by creating social media calendars and utilizing planning social media planning software.</p> <p>Strategy's Expected Result/Impact: Positive promotion of district becomes routine.</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish training for a campus webmaster program.</p> <p>Strategy's Expected Result/Impact: Improved communication on campus websites</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p 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 2: The district will provide opportunities for the community, parents, students and staff to have their voice heard and participate in activities focusing on increasing culture.







Evaluation Data Sources: Culture Committee events and participation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Community, parent, teacher, and student online communication platform to open up the lines of communication.</p> <p>Strategy's Expected Result/Impact: Increase in number of resolved issues in the district and on campus.</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Culture Committee to provide opportunities for the community, staff, and students to participate in positive events and giving back.</p> <p>Strategy's Expected Result/Impact: Increased of positive culture and climate</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p 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 3: The district will promote upcoming events to support all campuses in advertising their activities.







Evaluation Data Sources: Social media reports and engagement tracking
 Pictures posted
 Advertisements posted

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

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

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







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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus and district committees will allow parent, student, and community participation in the educational process.</p> <p>Strategy's Expected Result/Impact: Increased parent, student, and community involvement and engagement.</p> <p>Staff Responsible for Monitoring: District and campus leadership</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement leadership program to educate community members of the operations and educational structure of the district.</p> <p>Strategy's Expected Result/Impact: Four to six leadership meetings.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Policy of Strategic Initiatives</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

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







Evaluation Data Sources: Annual audits

Strategy 1 Details	Reviews			
Strategy 1: Staff will be properly trained as needed to develop competence with purchasing procedures. Strategy's Expected Result/Impact: Decrease number of errors on procedures for purchasing. Staff Responsible for Monitoring: Business Office staff, CFO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: District will properly procure all goods and services Strategy's Expected Result/Impact: Improvement financial accountability standards on their campuses and district. Staff Responsible for Monitoring: CFO, Accounts Payable, Purchasing staff	Formative			Summative
	Nov	Jan	Mar	June
				
<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 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

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





Evaluation Data Sources: Annual FIRST Rating

Strategy 1 Details	Reviews			
Strategy 1: Work with internal stakeholders and School Board to create an accurate and fiscally responsible budget. Strategy's Expected Result/Impact: Strength in accounting procedures. Staff Responsible for Monitoring: Administration Staff, CFO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure staff meet all required deadlines and follow all established Business Office policies and procedures. Strategy's Expected Result/Impact: Strength in accounting procedures. Staff Responsible for Monitoring: Business Office, CFO	Formative			Summative
	Nov	Jan	Mar	June
				
<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 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

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

Evaluation Data Sources: Facility reviews, building capacities

Strategy 1 Details	Reviews			
Strategy 1: Work with demographer to accurately project student growth. Strategy's Expected Result/Impact: Routine evaluations of facility usage in the district and for in the future. Staff Responsible for Monitoring: Administration, CFO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Work with Architect and Construction Manager-Agent to build excellent facilities designed to handle district needs. Strategy's Expected Result/Impact: District needs met with growth and moving forward in mind Staff Responsible for Monitoring: Administration, CFO	Formative			Summative
	Nov	Jan	Mar	June
<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 Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents of enrolled students

Teachers

Principals

Community Members

Business and Industry Representatives

Pupil Services Personnel

Teacher of Students with Special Needs

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

District Funding Summary

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

Addendums

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

Not Rated: Declared State of Disaster

Accountability Data Summary

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

Distinction Designations

Distinction designations were not awarded in 2021.

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

Calculation Report

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

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

Data Table

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

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

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

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

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

- Indicates there are no students in the group.

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

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

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

Calculation Table

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

Data Table

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

- Indicates there are no students in the group.

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

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

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

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

- Indicates there are no students in the group.

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

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

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

% Economically Disadvantaged	STAAR and CCMR
55.1	51

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

Status and Data Table

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

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

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

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accountability Summary 2018 - 2021

Name of District	CRANDALL ISD
District Number	129901

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

** The calculation of CCMR changed significantly in 2021.

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

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

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

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

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

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

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

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

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

2021 English Language Proficiency Status

Campus Name	Crandall High School
9-Digit Campus Number	129901001

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

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

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

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

2021 English Language Proficiency Status

Campus Name	Compass Academy
9-Digit Campus Number	129901002

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

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

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

2021 English Language Proficiency Status

Campus Name	Crandall Middle School
9-Digit Campus Number	129901041

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

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

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

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	0	0	
# of Students who scored Basic Fluency in 2021	0	<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	
		2018	0	

2021 English Language Proficiency Status

Campus Name	Martin Elementary
9-Digit Campus Number	129901101

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

TELPAS Summary	# TELPAS Progress / # TELPAS =	62	132	47%
# of Students who scored Advanced High in 2021	18	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	3	<i>Prior Year Used for Comparison</i>		
		2020	3	
		2019	0	
	<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)	41	<i>Prior Year Used for Comparison</i>		
		2020	14	
		2019	26	
	<i>Group 3</i>	2018	1	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	70	<i>Prior Year Used for Comparison</i>		
		2020	5	
		2019	65	
	<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	2
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	8
	# whose Composite TELPAS Rating DID NOT IMPROVE	8
	Total # Scoring Advanced High in 2021 with a prior year Score	18

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	0	0	
# of Students who scored Basic Fluency in 2021	0	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> from the prior year used in determining EL Proficiency (2020 or 2019)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
	<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)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
	<i>Group 7</i>			

2021 English Language Proficiency Status

Campus Name	Wilson Elementary
9-Digit Campus Number	129901102

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

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

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating 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	
	Group 7			

2021 English Language Proficiency Status

Campus Name	Walker Elementary
9-Digit Campus Number	129901103

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

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

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating <u>IMPROVED 3 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	4
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	6
	Total # Scoring Advanced High in 2021 with a prior year Score	10

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	0	0	
# of Students who scored Basic Fluency in 2021	0	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> from the prior year used in determining EL Proficiency (2020 or 2019)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
# 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	

2021 English Language Proficiency Status

Campus Name	Dietz Elementary
9-Digit Campus Number	129901105

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

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

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating <u>IMPROVED 3 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	1
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	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	
		2018	0	
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
		2018	0	

2021 English Language Proficiency Status

Campus Name	Noble Reed Elementary
9-Digit Campus Number	129901106

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

TELPAS Summary	# TELPAS Progress / # TELPAS =	31	71
# of Students who scored Advanced High in 2021	11	<i>Prior Year Used</i>	
		N/A	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	1	<i>Prior Year Used</i>	
		2020	
		2019	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	19	<i>Prior Year Used</i>	
		2020	
		2019	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	40	<i>Prior Year Used</i>	
		2020	
		2019	
		<i>Group 1</i>	2018
		<i>Group 2</i>	2018
		<i>Group 3</i>	2018
		<i>Group 4</i>	2018

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

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



TELPAS Alt)
2
2
1%

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

0
1
2
6
9

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

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

District Number: **129901**

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

2020 Special Education Determination Status:

Meets Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	65	46	59	74	-	*	-	81	62	75	68	62	58	69
	2018	63	64	66	58	65	69	*	*	-	73	65	64	67	65	61	70
Grade 4 Mathematics	2019	65	67	71	50	74	74	-	*	-	85	63	83	75	65	69	77
	2018	65	67	61	46	65	62	*	*	-	59	45	50	59	63	57	71
Grade 5 ELA/Reading	2019	81	83	79	73	80	81	*	*	-	65	68	69	80	77	76	76
	2018	80	82	73	73	73	72	-	*	-	86	68	80	73	73	75	71
Grade 5 Mathematics	2019	83	85	85	86	80	90	*	*	-	80	83	100	87	83	84	76
	2018	81	82	71	69	70	71	-	*	-	88	67	60	73	69	74	75
Grade 6 ELA/Reading	2019	42	46	55	50	49	58	-	*	-	68	43	38	59	50	50	49
	2018	47	50	49	45	44	52	*	-	-	50	29	*	50	47	47	49
Grade 6 Mathematics	2019	54	58	66	60	53	76	-	*	-	71	50	73	72	59	58	50
	2018	56	60	58	52	55	62	*	-	-	67	60	*	64	51	54	51
Grade 7 ELA/Reading	2019	77	78	67	69	65	69	*	-	-	63	52	*	67	68	65	65
	2018	76	77	73	71	66	77	-	*	-	90	84	80	77	67	69	60
Grade 7 Mathematics	2019	62	64	48	52	49	46	*	-	-	38	38	*	49	46	46	53
	2018	67	69	62	54	65	63	-	*	-	50	70	90	62	61	61	65
Grade 8 ELA/Reading	2019	77	78	80	75	81	82	-	*	-	68	67	*	81	79	82	84
	2018	79	80	76	76	73	77	*	*	-	95	82	*	78	72	79	72
Grade 8 Mathematics	2019	82	81	76	66	80	76	-	-	-	83	56	-	80	72	73	79
	2018	81	80	70	65	70	72	*	*	-	69	60	*	73	66	69	62
End of Course English II	2019	69	71	78	80	80	74	*	*	-	90	88	60	76	82	81	87
	2018	67	67	60	57	61	61	*	-	*	40	45	*	57	66	57	58
End of Course Algebra I	2019	75	78	87	80	87	88	*	*	-	92	60	100	88	86	82	83
	2018	72	75	76	65	72	81	-	*	-	82	41	71	78	73	74	68
All Grades Both Subjects	2019	69	71	71	66	71	74	75	100	-	74	62	73	73	69	69	70
	2018	69	71	66	61	64	68	59	83	*	72	59	66	68	64	64	63
All Grades ELA/Reading	2019	68	70	71	66	70	73	*	100	-	74	63	59	72	70	69	71
	2018	69	70	66	63	63	68	83	83	*	74	61	73	67	64	64	62
All Grades Mathematics	2019	70	72	72	66	71	75	*	100	-	74	61	88	75	68	69	69
	2018	70	72	66	58	66	68	30	83	-	70	57	60	68	63	64	64

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

District Name: CRANDALL ISD
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Texas Education Agency
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Bilingual Education/English as a Second Language

(Current EL Students)

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

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

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Bilingual Education/English as a Second Language

(Current EL Students)

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

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

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District Name: CRANDALL ISD

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2019-20 District Attendance, Graduation, and Dropout Rates

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

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2019-20 District Attendance, Graduation, and Dropout Rates

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

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

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2019-20 District Graduation Profile

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

Texas Education Agency
Texas Academic Performance Report
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District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

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

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

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

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

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

129901 : Crandall ISD

District : Crandall ISD



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

District Information

Offers the ASVAB test

Programs of Study

(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

Early Education Grade
 Pre-Kindergarten Grade
 Kindergarten Grade
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade
 5th Grade
 6th Grade
 7th Grade

Count	Percent
5,388	100%
15	0.28%
159	2.95%
387	7.18%
401	7.44%
377	7.00%
382	7.09%
403	7.48%
382	7.09%
463	8.59%
418	7.76%

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

	Count	Percent
8th Grade	436	8.09%
9th Grade	441	8.18%
10th Grade	404	7.50%
11th Grade	385	7.15%
12th Grade	335	6.22%

Not Enrolled on Snapshot (*Notes*)

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

	Count	Percent
Gender		
Female	2,584	47.96%
Male	2,804	52.04%
Ethnicity		
Hispanic-Latino	2,161	40.11%
Race		
American Indian - Alaskan Native	14	0.26%
Asian	24	0.45%
Black - African American	1,182	21.94%
Native Hawaiian - Pacific Islander	3	0.06%
White	1,799	33.39%
Two-or-More	205	3.80%

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

	Count	Percent
Primary Disabilities		
No Disability	1	0.14%
Orthopedic impairment	2	0.28%
Other health impairment	87	12.36%
Auditory impairment	5	0.71%
Visual impairment	6	0.85%
Deaf-Blind	0	0.00%
Intellectual disability	37	5.26%
Emotional disturbance	35	4.97%
Learning disability	247	35.09%
Speech impairment	169	24.01%
Autism	99	14.06%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	16	2.27%
Instructional Settings		
Speech Therapy <small>code (00)</small>	157	22.30%
Homebound <small>code (01)</small>	5	0.71%
Hospital Class <small>code (02)</small>	0	0.00%
Mainstream <small>code (40)</small>	222	31.53%
Resource Room <small>codes (41, 42)</small>	216	30.68%
VAC <small>code (08)</small>	0	0.00%
Off Home Campus <small>codes (91,92,93,94,95,96,97,98)</small>	1	0.14%
State School <small>code (30)</small>	0	0.00%
Residential Care <small>codes (81,82,83,84,85,86,87,88,89)</small>	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)	742	13.77%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	143	2.65%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	471	8.74%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	129	2.39%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	6	0.11%

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	350	6.50%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	704	13.07%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	2,969	55.10%
Dyslexia (Dyslexia-Indicator-Code = 1)	268	4.97%

Economic Disadvantage

Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	2,916	54.12%
Free Meals (Economic-Disadvantage-Code = 01)	2,470	45.84%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	446	8.28%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%

Homeless Statuses

Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	10	0.19%
Shelter (Homeless-Status-Code = 5)	1	0.02%
Doubled Up (Homeless-Status-Code = 2)	9	0.17%
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)	1,702	31.59%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	12	0.22%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	164	3.04%
Foster Care (Foster-Care-Indicator-Code = 1,2)	17	0.32%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	437	8.11%

Special Services (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

	Count	Percent
Self Contained codes (43,44)	83	11.79%
Full-Time Early Childhood code (45)	20	2.84%
Nonpublic Day School code (60)	0	0.00%

Not Enrolled on Snapshot Information

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

	Count	Percent
As of Status		
Code C	19	100.00%
Total Not Enrolled on Snapshot	19	0.35%
Total Snapshot Enrollment	5,388	99.65%
Total Student Snapshot + Not Enrolled on Snapshot	5,407	100.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

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

Other Student Information (2021 - 2022)

Preliminary Fall PEIMS file loaded 09/21/2021)

Count Percent

Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)

364 6.76%

IEP Continuer (IEP-Continuer-Indicator-Code = 1)

7 0.13%

Transfer In Students (Student Attribution Code = 6)

0 0%



Crandall Independent School District

Board of Trustees

Board Meeting Date:	December 13, 2021
Agenda Item:	Class Size Exception
Agenda Section:	Consent
Administrator Responsible:	Dr. Murry, Assistant Superintendent Data and Information Systems

Summary/Background Information:

A district must submit a request for a class size exception for any classrooms in kindergarten - fourth grade that exceed the 22 students class size limit ([Texas Education Code §25.112](#)). A district seeking an exemption must notify the commissioner and apply for the exemption not later than the later of (1) October 1; or 2) the 30th day after the first school day the district exceeds the limit. Note: class size limits do not apply to physical education classes or fine arts classes.

Class size limitations generally apply throughout the school year, with the exceptions noted below:

- Any twelve-week period selected by the district with a significant percentage of migratory children (25.112(1)), or
- The last twelve weeks of any school year for all other districts

In considering whether to grant an exception, the commissioner must find that the class size limit creates an undue hardship on the district. The commissioner will consider such things as unanticipated enrollment growth, lack of facilities, lack of teachers, or financial hardships.

The unanticipated growth is requiring Crandall ISD to file for class size exceptions with TEA.

Campus	Campus Rating	Number of sections exceeding 22:1	Steps for Compliance
Martin	Met Standard	1 Third Grade	<ul style="list-style-type: none"> • Consider approval of additional personnel • Work with demographer for future trends in growth and boundary changes and program adjustments • Centralized enrollment to adjust for full sections
Wilson			
Walker			
Dietz			
Noble-Reed	N/A	1 Kindergarten	

Attached is the application from TEA for Class Size Exception We are requesting an exception for two sections in Crandall ISD.

Administrative Recommendations:

Administration recommends approval of the class size exception for two sections in Crandall ISD.

2021-2022 Application for Class Size Exception

District: Crandall ISD (129-901)

Contact: Anjanette Murry

972-427-6027

amurry@crandall-isd.net

Date of Board Approval: _____

Board Vote: For _____ Against _____ Abstain _____ Absent _____

Superintendent: Wendy Eldredge, Ed. D.

Signature

Board President: Rick Harrell

Signature

Application for Expedited Waivers will be submitted through the TEAL application.



Crandall Independent School District
Board of Trustees

Board Meeting Date: December 13, 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: December 13, 2021

Time: 7:00 pm

Recent and Near-term Timeline

- 11/30 Stage between Gym/Auditorium and Cafeteria poured
- 12/03 Soil stabilization for Tennis Courts complete
- 12/06 Roof curbs set for Gym/Auditorium AC Units
- 12/10 Set transformer for permanent power
- 12/17 Pour service yard paving
- 01/03 Metal wall panel installation begins

Municipal Topics

- None at this time

Value Analysis

- Technology
 - Reviewed network data drop locations and quantities with IT staff to insure alignment with CISD standards and management needs
 - Updated dashboard format per request to align with CISD reporting strategy
- Fixtures, Furniture and Equipment (FF&E)
 - Worked with staff to identify building equipment items that CISD needs to order
 - Reviewed athletics equipment needs with the Athletic Director
 - Discussed Fine Arts needs with staff and issued changes to accommodate their equipment
- Materials Delivery
 - Bleachers on track for delivery as scheduled
 - Panelboards and transformers for electrical rooms are on site
 - Doors and the associated finish hardware have been delivered
 - The bulk of the glass for the project has been received and weekly deliveries continue
 - Plumbing fixtures are stored on site



Crandall ISD New Middle School

Additional Consultants

- None recommended at this time

Progress Update

December 13, 2021



Crandall ISD New Middle School

CBRE|HEERY

Progress Update

December 13, 2021



Crandall ISD New Middle School

CBRE | **HEERY**

December 13, 2021

Upcoming Site Activities



Crandall ISD New Middle School



CRANDALL ISD

MIDDLE SCHOOL

CONSTRUCTION UPDATE

Exterior - Classroom wing of the building is progressing with brick and insulation for the metal panels.

Sports Areas - Soil injections are complete at the turf football field and tennis courts. Light poles are being drilled.

Interior - Tile in the corridors/restrooms and paint in the classrooms is approximately 75% complete. Overhead inspections are in progress to finish hard lid ceilings and start ceiling grid.

Kitchen - Walls and framing are progressing in the kitchen and serving line area. Inspections are scheduled for the week of 12/13.



Cost Summary

Total Budget:	\$59,984,154
Total Completed & Stored To Date:	\$31,095,303
Percentage Complete:	52%
Contingency Remaining:	\$1,467,207



DIFFERENT FROM THE GROUND UP





Crandall Independent School District Board of Trustees

Board Meeting Date:	December 13, 2021
Agenda Item:	Secondary Campus Improvement Plans
Agenda Section:	Information
Administrator Responsible:	Holly Keown, Ed. D. and Principals

Summary/Background Information: The remaining principals, Matt Besherse, Jennifer Coward, Amy McAfee, and Jared Miller, will present two strengths and one challenge regarding their Campus Improvement Plan. A copy of their Campus Improvement Plans are attached to this document. Each campus worked with stakeholders to provide performance objectives and strategies for each district goal. Each committee meets at least four times a year to monitor, adjust, and evaluate the progress of the strategies on the Campus Improvement Plans.

Administrative Recommendation: For your information.

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:

-
-
-
-
-
-
-

Passion
Innovation
Risk-taking
Achievement
Tenacity
Equity
Servant Leadership

Vision

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

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 - Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving. 17
 - Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride. 20
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 - Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile. 23
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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

- An increasing percentage of Hispanic staff members reflects the student population.
- 65% of Martin teachers have at least 6 years of teaching experience.
- Bilingual classrooms are 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 the 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 the 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

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






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

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>Strategy 1: High quality Bilingual Instruction provided in grades, Pre-K through 4th grade. Strategy's Expected Result/Impact: Students will grow on all state and district assessments. Staff Responsible for Monitoring: Principal Assistant Principal Director of Bilingual/ESL Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will attend SIOP training and implement SIOP strategies daily with fidelity. Strategy's Expected Result/Impact: All EL students will grow on all state and district assessments Staff Responsible for Monitoring: Principal Assistant Principal Director of Bilingual/ESL Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All classrooms with EL students will implement ELPS Objectives with fidelity. Strategy's Expected Result/Impact: All EL students will grow on all state and district assessments. Staff Responsible for Monitoring: Principal Assistant Principal Director of Bilingual/ESL Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: ESL Teacher and Instructional Aide will provide inclusion in the general education classroom to support EL students receive the highest quality tier one instruction.</p> <p>Strategy's Expected Result/Impact: All EL students will grow on all state and district assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

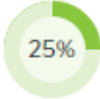





Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize software to improve instructional capacity. Strategy's Expected Result/Impact: Student user capacity strengthens on campus Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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>Strategy 1: Protected weekly Think Tank time will be provided.</p> <p>Strategy's Expected Result/Impact: Improve teacher efficacy, professional learning, and planning which results in more effective planning and higher achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly PLC time will be used to discuss common assessments, student work, standards, goals, and professional learning.</p> <p>Strategy's Expected Result/Impact: Greater knowledge of written and tested curriculum, student data, and increased knowledge of best practices.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leaders</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 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			
Strategy 1: 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
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: A mentoring committee is developed to mentor new teachers to both our district and campus.</p> <p>Strategy's Expected Result/Impact: Quality Teacher Retention Teacher Professional Growth Team Collaboration</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Mentoring Team Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: The campus will conduct safety drills according to the districts recommendations.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal Assistant Principal Campus Staff Safety Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: 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			
<p>Strategy 1: Multimedia approach to communicating with stakeholders in both Spanish and English.</p> <ul style="list-style-type: none"> -twitter -web page -messenger (text, phone, e-mail) -teacher web pages -weekly newsletter <p>Strategy's Expected Result/Impact: Stakeholder involvement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Staff Administrative Assistant</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: 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>Strategy's Expected Result/Impact: Student recognition for excellence in academics and Pirate Pride.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 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>Strategy 1: Purchase orders will be reviewed before submission to check for instructional need.</p> <p>Strategy's Expected Result/Impact: All campus funds will be spent to support instruction either directly or indirectly.</p> <p>Staff Responsible for Monitoring: Campus Secretary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer Saturday "Brunch bunch" to students with a focus on STEM activities.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in math, science, and reading activities that help build academic success among students.</p> <p>Staff Responsible for Monitoring: ESL teacher will recruit staff members to assist and monitor this initiative.</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
W A MARTIN EL (129901101) - CRANDALL ISD**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	38
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 64.8%)	38
Closing the Gaps % of Indicators Met	
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
% Participation (All Tests)	
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

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
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%
Component Score							38

**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
All Subjects															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
ELA/Reading															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Mathematics															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Writing															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	97%	*	100%	94%	-	-	-	*	96%	100%	100%	100%	*	96%	100%
Science															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% participation 2018-19	99%	*	100%	97%	*	-	-	*	100%	100%	100%	100%	*	98%	100%
% participation 2020-21	98%	*	100%	96%	-	-	-	*	97%	100%	100%	86%	*	99%	96%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% 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**

% Economically Disadvantaged	STAAR Performance
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
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	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		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	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		
Total Indicators															2	16
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target																
Target Met																
TELPAS Progress Rate																
TELPAS Progress																
TELPAS Total																
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No	No					No	No	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		
Total Indicators															1	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% 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		
Mathematics																
% 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		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% 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		
Mathematics																
% 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

Name of Campus	W A MARTIN EL
Campus Number	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

Campus Name	Martin Elementary
9-Digit Campus Number	129901101

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

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

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

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

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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	82%	79%	*	76%	83%	-	-	-	*	67%	*	75%	87%	75%	67%
	2018	77%	74%	69%	*	56%	77%	-	-	-	*	56%	*	77%	55%	57%	44%
At Meets Grade Level or Above	2019	45%	48%	38%	*	39%	41%	-	-	-	*	44%	*	41%	30%	29%	29%
	2018	43%	40%	29%	*	24%	30%	-	-	-	*	22%	*	31%	25%	21%	13%
At Masters Grade Level	2019	27%	29%	21%	*	13%	32%	-	-	-	*	11%	*	20%	26%	13%	8%
	2018	25%	26%	20%	*	20%	20%	-	-	-	*	0%	*	18%	25%	18%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	82%	*	74%	90%	-	-	-	*	56%	*	80%	87%	76%	67%
	2018	78%	75%	66%	*	52%	80%	-	-	-	*	44%	*	68%	62%	55%	53%
At Meets Grade Level or Above	2019	49%	52%	45%	*	39%	51%	-	-	-	*	22%	*	43%	52%	40%	33%
	2018	47%	40%	29%	*	26%	33%	-	-	-	*	33%	*	29%	29%	19%	11%
At Masters Grade Level	2019	25%	23%	8%	*	8%	10%	-	-	-	*	0%	*	8%	9%	7%	8%
	2018	23%	17%	11%	*	19%	3%	-	-	-	*	11%	*	10%	14%	13%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	75%	*	60%	96%	-	-	-	*	71%	*	87%	62%	62%	52%
	2018	73%	76%	70%	*	55%	86%	-	-	-	*	29%	*	78%	59%	70%	38%
At Meets Grade Level or Above	2019	44%	45%	42%	*	30%	57%	-	-	-	*	29%	*	48%	35%	29%	22%
	2018	46%	47%	37%	*	25%	52%	-	-	-	*	0%	*	34%	41%	33%	15%
At Masters Grade Level	2019	22%	23%	25%	*	13%	39%	-	-	-	*	0%	*	26%	23%	15%	4%
	2018	24%	22%	20%	*	10%	31%	-	-	-	*	0%	*	19%	23%	17%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	86%	*	77%	96%	-	-	-	*	86%	*	90%	81%	76%	74%
	2018	78%	73%	79%	*	65%	93%	-	-	-	*	43%	*	88%	68%	70%	56%
At Meets Grade Level or Above	2019	48%	49%	60%	*	37%	91%	-	-	-	*	43%	*	74%	42%	41%	30%
	2018	49%	40%	46%	*	39%	55%	-	-	-	*	14%	*	53%	36%	45%	31%
At Masters Grade Level	2019	28%	32%	39%	*	30%	52%	-	-	-	*	29%	*	39%	38%	26%	17%
	2018	27%	25%	32%	*	22%	45%	-	-	-	*	0%	*	34%	28%	30%	19%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	61%	54%	*	40%	70%	-	-	-	*	29%	*	61%	46%	41%	30%
At Meets Grade Level or Above	2019	35%	33%	35%	*	23%	48%	-	-	-	*	29%	*	42%	27%	24%	13%
At Masters Grade Level	2019	11%	8%	7%	*	7%	9%	-	-	-	*	0%	*	10%	4%	6%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	82%	*	66%	97%	-	-	-	*	33%	*	85%	77%	73%	56%
	2018	84%	86%	82%	*	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%	45%	*	28%	64%	-	-	-	*	0%	*	53%	35%	41%	17%
	2018	54%	56%	51%	*	39%	61%	-	-	-	*	22%	*	51%	50%	36%	47%
At Masters Grade Level	2019	29%	29%	29%	*	21%	39%	-	-	-	*	0%	*	30%	27%	24%	6%
	2018	26%	27%	25%	*	17%	29%	-	-	-	*	11%	*	19%	40%	24%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	92%	*	86%	97%	-	-	-	*	78%	*	93%	92%	90%	83%
	2018	91%	92%	94%	*	87%	100%	-	-	-	*	67%	*	98%	85%	88%	87%
At Meets Grade Level or Above	2019	58%	48%	59%	*	48%	73%	-	-	-	*	11%	*	63%	54%	54%	39%
	2018	58%	55%	58%	*	52%	63%	-	-	-	*	11%	*	57%	60%	45%	60%
At Masters Grade Level	2019	36%	29%	36%	*	24%	52%	-	-	-	*	0%	*	40%	31%	34%	11%
	2018	30%	23%	30%	*	26%	32%	-	-	-	*	11%	*	30%	30%	24%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	69%	77%	*	66%	91%	-	-	-	*	22%	*	77%	77%	71%	56%
	2018	76%	76%	78%	*	70%	84%	-	-	-	*	22%	*	81%	70%	67%	67%
At Meets Grade Level or Above	2019	49%	42%	40%	*	31%	53%	-	-	-	*	22%	*	41%	38%	41%	11%
	2018	41%	42%	46%	*	30%	55%	-	-	-	*	11%	*	45%	50%	36%	27%
At Masters Grade Level	2019	24%	21%	26%	*	14%	41%	-	-	-	*	11%	*	26%	27%	22%	0%
	2018	17%	18%	19%	*	9%	24%	-	-	-	*	11%	*	17%	25%	15%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	68%	*	60%	76%	-	-	-	*	0%	*	69%	65%	59%	59%
	2018	69%	73%	70%	*	73%	68%	-	-	-	*	20%	-	73%	66%	71%	73%
At Meets Grade Level or Above	2019	37%	48%	45%	*	32%	53%	-	-	-	*	0%	*	43%	48%	35%	41%
	2018	39%	42%	36%	*	33%	39%	-	-	-	*	20%	-	39%	31%	36%	36%
At Masters Grade Level	2019	18%	23%	23%	*	12%	26%	-	-	-	*	0%	*	21%	26%	18%	18%
	2018	19%	17%	11%	*	9%	12%	-	-	-	*	0%	-	12%	9%	12%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	86%	*	76%	94%	-	-	-	*	57%	*	86%	87%	82%	76%
	2018	77%	77%	87%	*	85%	90%	-	-	-	*	80%	*	90%	83%	83%	86%
At Meets Grade Level or Above	2019	47%	54%	49%	*	44%	53%	-	-	-	*	0%	*	45%	57%	38%	41%
	2018	44%	45%	47%	*	55%	43%	-	-	-	*	20%	*	43%	51%	43%	59%
At Masters Grade Level	2019	21%	24%	25%	*	8%	32%	-	-	-	*	0%	*	26%	22%	18%	12%
	2018	18%	17%	19%	*	18%	21%	-	-	-	*	20%	*	17%	23%	21%	27%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	79%	57%	68%	89%	-	-	-	88%	50%	78%	80%	76%	71%	61%
	2018	77%	76%	78%	39%	69%	86%	-	-	-	87%	43%	93%	82%	70%	72%	65%
At Meets Grade Level or Above	2019	50%	48%	46%	14%	35%	57%	-	-	-	52%	20%	39%	48%	42%	37%	27%
	2018	48%	44%	42%	0%	37%	48%	-	-	-	52%	17%	64%	43%	41%	36%	34%
At Masters Grade Level	2019	24%	22%	23%	0%	15%	32%	-	-	-	32%	5%	6%	23%	23%	18%	8%
	2018	22%	18%	21%	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

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All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	76%	33%	66%	87%	-	-	-	90%	44%	75%	78%	72%	68%	59%
	2018	74%	75%	73%	43%	64%	80%	-	-	-	80%	37%	80%	79%	64%	70%	59%
At Meets Grade Level or Above	2019	48%	50%	42%	0%	33%	53%	-	-	-	60%	19%	63%	45%	37%	34%	27%
	2018	46%	46%	38%	0%	31%	46%	-	-	-	40%	17%	60%	40%	36%	32%	29%
At Masters Grade Level	2019	21%	21%	24%	0%	15%	34%	-	-	-	40%	3%	0%	24%	26%	17%	9%
	2018	19%	19%	19%	0%	14%	22%	-	-	-	30%	3%	20%	17%	22%	17%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	86%	89%	78%	94%	-	-	-	90%	69%	88%	86%	87%	81%	74%
	2018	81%	78%	82%	38%	73%	91%	-	-	-	90%	57%	100%	86%	75%	75%	71%
At Meets Grade Level or Above	2019	52%	49%	53%	33%	42%	64%	-	-	-	50%	19%	25%	53%	51%	43%	35%
	2018	50%	42%	45%	0%	43%	49%	-	-	-	50%	20%	50%	46%	45%	39%	40%
At Masters Grade Level	2019	26%	25%	25%	0%	17%	34%	-	-	-	40%	6%	13%	25%	26%	20%	12%
	2018	24%	18%	23%	0%	21%	25%	-	-	-	30%	10%	0%	22%	24%	22%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	54%	*	40%	70%	-	-	-	*	29%	*	61%	46%	41%	30%
At Meets Grade Level or Above	2019	38%	34%	35%	*	23%	48%	-	-	-	*	29%	*	42%	27%	24%	13%
At Masters Grade Level	2019	14%	11%	7%	*	7%	9%	-	-	-	*	0%	*	10%	4%	6%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	77%	*	66%	91%	-	-	-	*	22%	*	77%	77%	71%	56%
	2018	80%	80%	78%	*	70%	84%	-	-	-	*	22%	*	81%	70%	67%	67%
At Meets Grade Level or Above	2019	54%	52%	40%	*	31%	53%	-	-	-	*	22%	*	41%	38%	41%	11%
	2018	51%	46%	46%	*	30%	55%	-	-	-	*	11%	*	45%	50%	36%	27%
At Masters Grade Level	2019	25%	24%	26%	*	14%	41%	-	-	-	*	11%	*	26%	27%	22%	0%
	2018	23%	17%	19%	*	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	78	*	75	83	-	-	-	*	64	*	77	79	72	71
	2018	63	66	68	*	65	67	-	-	-	*	50	*	77	55	67	65
Grade 4 Mathematics	2019	65	71	95	*	93	96	-	-	-	*	100	*	95	94	91	91
	2018	65	61	81	*	72	86	-	-	-	*	43	*	86	74	76	72
Grade 5 ELA/Reading	2019	81	79	82	*	84	81	-	-	-	*	71	*	76	91	82	77
	2018	80	73	89	*	85	89	-	-	-	*	86	*	87	94	84	75
Grade 5 Mathematics	2019	83	85	87	*	76	94	-	-	-	*	71	*	86	88	83	74
	2018	81	71	85	*	83	88	-	-	-	*	100	*	91	69	81	88
Grade 6 ELA/Reading	2019	42	55	51	*	50	51	-	-	-	*	29	*	52	48	47	57
	2018	47	49	45	*	42	48	-	-	-	*	*	-	46	42	42	55
Grade 6 Mathematics	2019	54	66	54	*	40	62	-	-	-	*	36	*	49	63	44	44
	2018	56	58	56	*	66	51	-	-	-	*	*	*	54	59	55	67
All Grades Both Subjects	2019	69	71	74	42	71	76	-	-	-	100	62	60	71	78	70	70
	2018	69	66	69	70	66	71	-	-	-	78	65	72	73	63	66	69
All Grades ELA/Reading	2019	68	71	70	17	70	70	-	-	-	100	55	40	68	74	68	69
	2018	69	66	66	80	61	68	-	-	-	81	58	*	70	59	63	63
All Grades Mathematics	2019	70	72	77	67	71	82	-	-	-	100	69	80	74	82	73	71
	2018	70	66	73	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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	39%	*	31%	75%	-	-	-	*	17%	30%	30%
	2018	38%	37%	35%	*	*	52%	-	-	-	*	*	35%	*
Mathematics	2019	45%	40%	60%	*	55%	67%	-	-	-	-	60%	52%	56%
	2018	47%	35%	56%	*	*	87%	-	-	-	*	53%	46%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	77%	*	62%	91%	-	-	-	*	38%	65%	43%
Students Requiring Accelerated Instruction														
	2019	22%	21%	23%	*	38%	9%	-	-	-	*	63%	35%	57%
STAAR Cumulative Met Standard														
	2019	86%	84%	83%	*	66%	100%	-	-	-	*	38%	75%	43%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	78%	86%	*	76%	94%	-	-	-	*	63%	85%	57%
Students Requiring Accelerated Instruction														
	2019	17%	22%	14%	*	24%	6%	-	-	-	*	38%	15%	43%
STAAR Cumulative Met Standard														
	2019	90%	87%	94%	*	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
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	79%	-	-	-	-	-	55%	*	56%	64%	55%	56%
	2018	77%	76%	78%	-	-	-	-	-	52%	31%	55%	76%	52%	55%
At Meets Grade Level or Above	2019	50%	48%	46%	-	-	-	-	-	21%	*	21%	36%	21%	22%
	2018	48%	44%	42%	-	-	-	-	-	24%	6%	28%	35%	24%	26%
At Masters Grade Level	2019	24%	22%	23%	-	-	-	-	-	5%	*	5%	7%	5%	5%
	2018	22%	18%	21%	-	-	-	-	-	11%	0%	13%	12%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	76%	-	-	-	-	-	49%	*	50%	80%	49%	51%
	2018	74%	75%	73%	-	-	-	-	-	40%	20%	43%	75%	40%	46%
At Meets Grade Level or Above	2019	48%	50%	42%	-	-	-	-	-	20%	*	20%	40%	20%	21%
	2018	46%	46%	38%	-	-	-	-	-	17%	0%	19%	25%	17%	18%
At Masters Grade Level	2019	21%	21%	24%	-	-	-	-	-	5%	*	5%	0%	5%	4%
	2018	19%	19%	19%	-	-	-	-	-	10%	0%	11%	0%	10%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	86%	-	-	-	-	-	69%	*	70%	80%	69%	70%
	2018	81%	78%	82%	-	-	-	-	-	60%	50%	62%	75%	60%	63%
At Meets Grade Level or Above	2019	52%	49%	53%	-	-	-	-	-	28%	*	28%	60%	28%	30%
	2018	50%	42%	45%	-	-	-	-	-	29%	17%	31%	50%	29%	32%
At Masters Grade Level	2019	26%	25%	25%	-	-	-	-	-	8%	*	8%	20%	8%	9%
	2018	24%	18%	23%	-	-	-	-	-	13%	0%	14%	25%	13%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	54%	-	-	-	-	-	32%	*	33%	*	32%	30%
	2018	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	35%	-	-	-	-	-	16%	*	17%	*	16%	13%
	2018	41%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	7%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	13%	40%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	77%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	80%	78%	-	-	-	-	-	56%	20%	*	*	56%	60%
At Meets Grade Level or Above	2019	54%	52%	40%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	46%	46%	-	-	-	-	-	33%	0%	*	*	33%	30%
At Masters Grade Level	2019	25%	24%	26%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	19%	-	-	-	-	-	11%	0%	*	*	11%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	74%	-	-	-	-	-	71%	*	72%	67%	71%	70%
	2018	69%	66%	69%	-	-	-	-	-	72%	88%	70%	50%	72%	69%
All Grades ELA/Reading	2019	68%	71%	70%	-	-	-	-	-	67%	*	69%	*	67%	67%
	2018	69%	66%	66%	-	-	-	-	-	72%	*	71%	*	72%	69%
All Grades Mathematics	2019	70%	72%	77%	-	-	-	-	-	74%	*	74%	70%	74%	74%
	2018	70%	66%	73%	-	-	-	-	-	72%	*	68%	*	72%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	39%	-	-	-	-	-	32%	-	32%	*	32%	30%
	2018	38%	37%	35%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	40%	60%	-	-	-	-	-	56%	*	60%	*	56%	56%
	2018	47%	35%	56%	-	-	-	-	-	*	*	*	-	*	*

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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	*	-	-	100%	98%	100%	100%
Included in Accountability	94%	95%	92%	100%	93%	93%	*	-	-	81%	91%	92%	95%
Not Included in Accountability													
Mobile	4%	5%	7%	0%	7%	5%	*	-	-	19%	3%	7%	4%
Other Exclusions	1%	0%	1%	0%	0%	1%	*	-	-	0%	3%	1%	1%
Not Tested	1%	0%	0%	0%	0%	1%	*	-	-	0%	2%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	-	-	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	100%	99%	-	-	-	100%	100%	99%	100%
Included in Accountability	94%	92%	93%	90%	93%	93%	-	-	-	92%	90%	90%	91%
Not Included in Accountability													
Mobile	4%	7%	6%	10%	6%	5%	-	-	-	8%	6%	7%	7%
Other Exclusions	1%	0%	1%	0%	1%	1%	-	-	-	0%	4%	1%	2%
Not Tested	1%	0%	1%	0%	0%	1%	-	-	-	0%	0%	1%	0%
Absent	1%	0%	1%	0%	0%	1%	-	-	-	0%	0%	1%	0%
Other	0%	0%	0%	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)
Attendance Rate													
2018-19	95.4%	96.1%	96.6%	98.5%	96.7%	96.3%	*	*	*	97.9%	96.1%	96.5%	96.9%
2017-18	95.4%	96.3%	96.5%	97.2%	96.9%	96.1%	*	*	*	97.2%	95.9%	96.6%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD
 Campus Name: 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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	47.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1031	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	508	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CRANDALL ISD
 Campus Name: 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	35.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	25.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	24.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	50.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	46.2%	-	-	-	-	-	-	-	-	-	-	-

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

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
 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

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

Class Size Information	Campus	District	State
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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
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

Staff Information	Campus	District	State
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](#)

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

Student Demographics (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

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

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

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

Economic Disadvantage**Special Services** (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	13	11.93%
Auditory impairment	0	0.00%
Visual impairment	2	1.83%
Deaf-Blind	0	0.00%
Intellectual disability	6	5.50%
Emotional disturbance	0	0.00%
Learning disability	22	20.18%
Speech impairment	46	42.20%
Autism	13	11.93%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	7	6.42%
Instructional Settings		
Speech Therapy code (00)	44	40.37%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	15	13.76%
Resource Room codes (41, 42)	29	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)	11	10.09%
Full-Time Early Childhood code (45)	10	9.17%
Nonpublic Day School code (60)	0	0.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

Count Percent

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	402	62.42%
Free Meals (Economic-Disadvantage-Code = 01)	349	54.19%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	53	8.23%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	3	0.47%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	3	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

At-Risk (At-Risk-Indicator-Code = 1)	227	35.25%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	2	0.31%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	21	3.26%
Foster Care (Foster-Care-Indicator-Code = 1,2)	7	1.09%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	32	4.97%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	77	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

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
Crandall Middle School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

TAPR report attached as addendum.

Student Learning Strengths

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Campus staff does not mirror the student population.

Root Cause 1: Difficulty recruiting, highly qualified staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a discrepancy between the campus student achievement and state achievement in math.

Root Cause 2: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a discrepancy between the campus student achievement and state achievement in 7th grade reading.

Root Cause 3: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies.

Root Cause 4: The lack of student foundational knowledge in US History.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data






Goals

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

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

Evaluation Data Sources: CBA and STAAR testing

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Reviews			
<p>Strategy 1: Training through PLCs, professional development opportunities, monitoring implementation and providing ongoing feedback for Social Studies staff.</p> <p>Strategy's Expected Result/Impact: Improvement in scores</p> <p>Staff Responsible for Monitoring: Social Studies Staff, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Implementation of campus wide instructional strategies playbook.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus professional development at the beginning of the year, provides training to implement instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and overall student success.</p> <p>Staff Responsible for Monitoring: All staff and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional inclusion support for SPED students who are not successful in the general education setting.</p> <p>Strategy's Expected Result/Impact: Increased achievement-success for SPED students.</p> <p>Staff Responsible for Monitoring: All content/SPED staff and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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

Performance Objective 3: Utilizing an online platform, Thrively, (Innovation course) to empower students with personal strengths, aptitudes and exposure to SEL, college and career readiness and CTE fields.

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing Thrively as a resource for CTE, career and college readiness, SEL, etc. (Innovation course)</p> <p>Strategy's Expected Result/Impact: Student will develop SEL and 21st century skills to resolve conflicts, improve problem solving, set goals, and develop-manage coping strategies.</p> <p>Staff Responsible for Monitoring: All staff and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize "7 Mindsets" curriculum 15 minutes/3 days a week.</p> <p>Strategy's Expected Result/Impact: Increased awareness of social emotional health and well being.</p> <p>Staff Responsible for Monitoring: All staff, counselors, administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Continue to provide campus leadership opportunities to build capacity among our staff.

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

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will expand their learning capacity by attending and presenting professional development.</p> <p>Strategy's Expected Result/Impact: Increase the number of teachers willing and equipped to take on leadership roles.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Increase student achievement in 7th grade reading in all STAAR performance levels from 72-43-21 to 90-60-30.

Targeted or ESF High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Strategic scheduling-blocking ELAR student to provide integrated instruction aligned to new ELAR TEKS. Strategy's Expected Result/Impact: Increase student success Staff Responsible for Monitoring: ELAR team and Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional planning time for ELAR staff. Strategy's Expected Result/Impact: Intentional in planning effective research-based lessons to meet the needs of our diverse learners. Staff Responsible for Monitoring: ELAR, Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: An acceleration period was added for students who did not meet the passing standard on STAAR. (HB4545) Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Reading teachers, leadership team, acceleration staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Benchmarks, CBA, STAAR







Strategy 1 Details	Reviews			
<p>Strategy 1: An acceleration period was added for students who did not meet passing standard on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Math teachers, leadership team, acceleration staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</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: CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 7: English Language Learners will improve writing and speaking skills.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Sheltered instruction will be utilized in the classrooms. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Teachers, Administrators, Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The instructional strategy Talk Read, Talk Write is implemented across contents to strengthen reading, writing, and speaking in ELL students. Strategy's Expected Result/Impact: Increased achievement-success for ELL students Staff Responsible for Monitoring: All staff, Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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






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

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitoring and feedback will be provided to all teachers. New teachers will be trained in the campus system.</p> <p>Strategy's Expected Result/Impact: High Quality lessons</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: 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 1: CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 9: Participate in a curriculum and instruction review through SREB.

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

Summative Evaluation: Met Objective

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

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

HB3 Goal

Evaluation Data Sources: Frontline, Zoom, Personality Assessment








Summative Evaluation: Met Objective

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

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

Evaluation Data Sources: Staff survey

Summative Evaluation: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers were surveyed regarding; qualities of an effective teacher, attributes in a teaching partner and campus specific traits to help teachers be successful.</p> <p>Strategy's Expected Result/Impact: Staff will help select and support based on those identified common skills</p> <p>Staff Responsible for Monitoring: All staff and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize agendas for meetings to prompt discussion of lesson planning, student learning, and facilitation of learning. Strategy's Expected Result/Impact: Productive planning time. Staff Responsible for Monitoring: Administrative Teams	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

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

HB3 Goal

Evaluation Data Sources: Evidence in lesson plans and walkthroughs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate project based learning from Thrively into their lesson plans to provide differentiation.</p> <p>Strategy's Expected Result/Impact: Students are moving into projects when they are completed with their work.</p> <p>Staff Responsible for Monitoring: General Education, Administration Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will complete the 30 hour certification for teaching of gifted students.</p> <p>Strategy's Expected Result/Impact: Improved differentiation strategies/activities.</p> <p>Staff Responsible for Monitoring: Director of GT, advanced teaching staff, campus administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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: CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

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

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

Summative Evaluation: Some progress made toward meeting Objective

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

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

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







Summative Evaluation: Significant progress made toward meeting Objective

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

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

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

Summative Evaluation: Met Objective






Strategy 1 Details	Reviews			
Strategy 1: Campus staff will complete self screeners. Strategy's Expected Result/Impact: Decrease in lab confirmed COVID-19 cases. Staff Responsible for Monitoring: All campus staff, nurse, and Administrators. Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Self-Screeners Strategy's Expected Result/Impact: Decrease in lab confirmed COVID-19 cases. Staff Responsible for Monitoring: All campus staff, nurse, and Administrators. Title I Schoolwide Elements: 3.1	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: CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

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

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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Reviews			
Strategy 1: Conduct all required Standard Response Protocols (SRP) drills throughout school year Strategy's Expected Result/Impact: Safe and Responsive school Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide the campus with a school resource officer. Strategy's Expected Result/Impact: Increased safety and security of campus building and student/staff safety. Staff Responsible for Monitoring: Administrative Teams (District and Campus) Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to support local agencies and partnered first responders groups. Strategy's Expected Result/Impact: Building community relationships and fostering a safe community for staff and students Staff Responsible for Monitoring: Campus Administration and Staff Title I Schoolwide Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate with District Coordinator of Safety and Security to develop and train all staff in safety protocols and measures. Strategy's Expected Result/Impact: Plan and prepare for school emergencies/crisis situation. Staff Responsible for Monitoring: Safety and Security Coordinator, all staff, campus administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: All staff and students will be trained in Signs of Suicide Training</p> <p>Strategy's Expected Result/Impact: Decreased number of students experiencing problems with emotional well-being.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bark will be used to notify campus leaders, school resource officer, and parents of troubling internet searches on district devices.</p> <p>Strategy's Expected Result/Impact: Increased student monitoring or viewing troubling content on internet</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parents</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained in Positive Behavior Intervention Systems to communicate campus and classroom expectations.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: This time will address SEL concepts prescribed by "7 Mindsets". Strategy's Expected Result/Impact: Increased self awareness and goal setting Staff Responsible for Monitoring: Staff and Administrative Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









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

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

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Systems housed in google team drive for accessibility for internal stakeholders to reference. Strategy's Expected Result/Impact: Increased understanding and compliance of campus systems. Staff Responsible for Monitoring: Leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate campus systems with external stakeholders by hosting-posting virtual 411. Strategy's Expected Result/Impact: Increased understanding and compliance of campus systems. Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Management of Skyward Business System






Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Orders will be reviewed before submission to check for instructional need. Strategy's Expected Result/Impact: 85% of campus funds will be spent on instructional needs. Staff Responsible for Monitoring: Campus Secretary and Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will send teacher surveys when analyzing renewals of software programs to determine effectiveness.</p> <p>Strategy's Expected Result/Impact: Maximize student usage in purchased software programs.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Skyward reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Prioritize essential purchases for Health and Safety Protocols to mitigate the spread of COVID-19. Strategy's Expected Result/Impact: Focused purchasing for COVID Staff Responsible for Monitoring: Principal and Students	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
CRANDALL MIDDLE (129901041) - CRANDALL ISD**

Not Rated: Declared State of Disaster

Accountability Data Summary

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

Distinction Designations

Distinction designations were not awarded in 2021.

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

Calculation Report

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

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

Data Table

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

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

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

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

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

- Indicates there are no students in the group.

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

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

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

% Economically Disadvantaged	STAAR Performance
56.0	41

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

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	Yes	No				No	Yes	Yes	No		Yes	No		
% at Meets GL Standard or Above	43%	30%	39%	57%	*	*	-	29%	33%	31%	18%	36%	48%	36%		
# at Meets GL Standard or Above	304	45	103	144	*	*	-	9	129	42	17	4	204	100		
Total Tests	702	150	264	252	*	*	-	31	393	134	95	11	421	281		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No				No	No	No	No		No	No		
% at Meets GL Standard or Above	39%	30%	32%	51%	*	*	-	39%	27%	25%	16%	55%	44%	32%		
# at Meets GL Standard or Above	274	44	84	131	*	*	-	12	107	34	15	6	185	89		
Total Tests	702	148	263	255	*	*	-	31	391	134	94	11	422	280		
Total Indicators															4	20
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										19%						
TELPAS Progress										16						
TELPAS Total										84						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No				No	No	No	No	Yes	No	No		
STAAR Component Score	41	32	36	51	26	95	-	37	32	32	20	52	45	34		
% at Approaches GL Standard or Above	67%	57%	63%	78%	44%	100%	-	65%	59%	59%	36%	76%	72%	60%		
% at Meets GL Standard or Above	38%	29%	32%	49%	22%	100%	-	31%	28%	27%	17%	52%	43%	31%		

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	17%	11%	12%	25%	11%	86%	-	14%	10%	10%	6%	29%	20%	12%		
Total Tests	2,453	522	917	887	9	7	-	111	1,359	464	325	42	1,471	982		
Total Indicators															1	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	724	134	229	331	*	*	-	27	380	117	60	6	400	324		
Total Tests	725	134	229	332	*	*	-	27	381	117	60	6	401	324		
Mathematics																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	723	134	228	331	*	*	-	27	379	116	60	6	399	324		
Total Tests	724	134	228	332	*	*	-	27	380	116	60	6	400	324		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading																
% Participation	96%	94%	99%	95%	*	*	-	94%	96%	100%	97%	100%	96%	95%		
# Participants	750	164	288	262	*	*	-	31	422	149	100	11	440	310		
Total Tests	781	175	291	277	*	*	-	33	440	149	103	11	456	325		
Mathematics																
% Participation	95%	93%	98%	94%	*	*	-	94%	94%	99%	95%	100%	96%	94%		
# Participants	745	161	285	263	*	*	-	31	416	147	99	11	438	307		
Total Tests	783	174	291	280	*	*	-	33	441	149	104	11	455	328		

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

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

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

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

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

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

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

Accountability Summary 2018 - 2021

Name of Campus	CRANDALL MIDDLE
Campus Number	129901041

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

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

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

2021 English Language Proficiency Status

Campus Name	Crandall Middle School
9-Digit Campus Number	129901041

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

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

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

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	0	0	
# of Students who scored Basic Fluency in 2021	0	<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	
		2018	0	

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **CRANDALL MIDDLE**

Campus Number: **129901041**

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

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District Name: CRANDALL ISD
Campus Name: CRANDALL MIDDLE
Campus Number: 129901041

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

Total Students: 718
Grade Span: 07 - 08
School Type: Middle

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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	76%	66%	72%	82%	*	-	-	67%	26%	*	79%	72%	72%	65%
	2018	74%	74%	74%	70%	62%	81%	-	*	-	90%	42%	100%	79%	67%	65%	62%
At Meets Grade Level or Above	2019	49%	46%	46%	35%	47%	51%	*	-	-	33%	23%	*	48%	45%	44%	47%
	2018	48%	44%	44%	33%	36%	53%	-	*	-	40%	16%	80%	51%	36%	32%	26%
At Masters Grade Level	2019	29%	25%	25%	14%	22%	31%	*	-	-	17%	10%	*	23%	27%	20%	19%
	2018	29%	24%	24%	20%	15%	30%	-	*	-	30%	5%	60%	28%	18%	14%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	71%	55%	61%	81%	*	-	-	75%	26%	*	73%	68%	62%	59%
	2018	72%	69%	69%	57%	63%	77%	-	*	-	80%	25%	100%	77%	59%	59%	61%
At Meets Grade Level or Above	2019	43%	35%	35%	23%	30%	41%	*	-	-	42%	16%	*	36%	32%	28%	28%
	2018	40%	32%	32%	22%	23%	43%	-	*	-	30%	10%	60%	38%	26%	24%	18%
At Masters Grade Level	2019	17%	10%	10%	5%	10%	12%	*	-	-	8%	0%	*	11%	8%	9%	10%
	2018	18%	14%	14%	7%	12%	18%	-	*	-	0%	5%	0%	17%	10%	9%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	70%	70%	57%	64%	79%	*	-	-	75%	23%	*	74%	66%	66%	61%
	2018	69%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	-
At Meets Grade Level or Above	2019	42%	34%	34%	26%	32%	40%	*	-	-	17%	16%	*	36%	32%	28%	27%
	2018	43%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	-
At Masters Grade Level	2019	18%	13%	13%	11%	10%	16%	*	-	-	8%	6%	*	11%	16%	10%	8%
	2018	15%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	-
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	87%	77%	85%	91%	-	*	-	100%	33%	*	90%	82%	81%	81%
	2018	86%	86%	86%	74%	88%	88%	*	*	-	83%	55%	*	89%	81%	80%	83%
At Meets Grade Level or Above	2019	55%	53%	53%	47%	48%	61%	-	*	-	40%	22%	*	63%	41%	41%	31%
	2018	49%	43%	43%	18%	38%	51%	*	*	-	58%	24%	*	49%	33%	36%	20%
At Masters Grade Level	2019	28%	26%	26%	22%	20%	33%	-	*	-	20%	4%	*	31%	20%	15%	6%
	2018	27%	24%	24%	8%	17%	30%	*	*	-	42%	7%	*	27%	19%	20%	13%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	73%	73%	60%	73%	79%	-	-	-	91%	30%	-	78%	69%	67%	71%
	2018	86%	68%	68%	44%	71%	73%	*	*	-	67%	32%	*	73%	61%	64%	63%
At Meets Grade Level or Above	2019	57%	22%	22%	23%	24%	22%	-	-	-	0%	15%	-	24%	20%	20%	17%
	2018	51%	23%	23%	12%	24%	25%	*	*	-	22%	16%	*	24%	20%	17%	17%
At Masters Grade Level	2019	17%	3%	3%	2%	2%	4%	-	-	-	0%	7%	-	5%	1%	3%	0%
	2018	15%	2%	2%	0%	5%	1%	*	*	-	0%	0%	*	2%	1%	3%	9%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	84%	84%	76%	82%	90%	-	*	-	80%	40%	*	90%	77%	79%	79%

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	2018	76%	76%	76%	56%	72%	82%	*	*	-	75%	32%	*	83%	64%	67%	58%
	2019	51%	53%	53%	41%	41%	66%	-	*	-	67%	24%	*	61%	44%	39%	25%
	2018	52%	45%	45%	26%	39%	52%	*	*	-	58%	16%	*	51%	37%	36%	30%
At Masters Grade Level	2019	25%	27%	27%	17%	20%	38%	-	*	-	20%	16%	*	35%	18%	17%	10%
	2018	28%	17%	17%	5%	14%	20%	*	*	-	33%	0%	*	20%	12%	11%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	54%	54%	46%	48%	62%	-	*	-	43%	28%	*	61%	45%	41%	35%
	2018	65%	52%	52%	28%	46%	60%	*	*	-	50%	23%	*	55%	46%	43%	35%
At Meets Grade Level or Above	2019	37%	21%	21%	14%	13%	29%	-	*	-	14%	16%	*	25%	15%	11%	4%
	2018	36%	18%	18%	10%	20%	17%	*	*	-	33%	13%	*	20%	14%	16%	10%
At Masters Grade Level	2019	21%	9%	9%	5%	4%	15%	-	*	-	0%	0%	*	12%	6%	4%	2%
	2018	21%	8%	8%	5%	6%	8%	*	*	-	25%	3%	*	7%	9%	7%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	100%	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
	2018	83%	88%	100%	100%	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	76%	96%	85%	91%	100%	-	*	-	*	-	*	96%	97%	90%	83%
	2018	55%	51%	84%	60%	100%	80%	-	*	-	*	-	*	83%	86%	92%	100%
At Masters Grade Level	2019	37%	46%	69%	62%	59%	75%	-	*	-	*	-	*	70%	67%	66%	50%
	2018	32%	24%	56%	40%	71%	53%	-	*	-	*	-	*	56%	57%	58%	60%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	75%	64%	70%	82%	*	100%	-	77%	29%	80%	79%	69%	67%	65%
	2018	77%	76%	72%	57%	67%	78%	88%	100%	-	75%	35%	81%	78%	64%	64%	61%
At Meets Grade Level or Above	2019	50%	48%	41%	32%	35%	49%	*	100%	-	35%	19%	55%	46%	35%	32%	28%
	2018	48%	44%	37%	22%	32%	43%	13%	67%	-	44%	17%	50%	42%	30%	29%	22%
At Masters Grade Level	2019	24%	22%	19%	12%	14%	25%	*	75%	-	13%	6%	25%	22%	16%	13%	9%
	2018	22%	18%	17%	9%	14%	21%	0%	42%	-	25%	4%	23%	20%	14%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	81%	71%	79%	86%	*	*	-	85%	29%	83%	85%	76%	76%	72%
	2018	74%	75%	80%	72%	73%	85%	*	*	-	86%	50%	100%	84%	73%	72%	71%
At Meets Grade Level or Above	2019	48%	50%	50%	41%	47%	56%	*	*	-	37%	22%	67%	56%	43%	43%	40%
	2018	46%	46%	43%	27%	37%	52%	*	*	-	50%	21%	67%	50%	34%	34%	23%
At Masters Grade Level	2019	21%	21%	25%	18%	21%	32%	*	*	-	19%	7%	33%	27%	23%	17%	14%
	2018	19%	19%	24%	15%	16%	30%	*	*	-	36%	6%	44%	28%	19%	17%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	76%	62%	70%	84%	*	*	-	85%	28%	67%	79%	71%	67%	66%
	2018	81%	78%	73%	55%	69%	80%	*	*	-	77%	29%	89%	80%	63%	64%	64%
At Meets Grade Level or Above	2019	52%	49%	39%	30%	33%	47%	*	*	-	33%	16%	33%	43%	34%	30%	27%
	2018	50%	42%	36%	20%	31%	43%	*	*	-	36%	14%	44%	41%	29%	28%	22%
At Masters Grade Level	2019	26%	25%	16%	10%	11%	21%	*	*	-	11%	3%	17%	20%	11%	11%	8%
	2018	24%	18%	15%	6%	15%	18%	*	*	-	9%	2%	11%	19%	11%	11%	12%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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)
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	70%	57%	64%	79%	*	-	-	75%	23%	*	74%	66%	66%	61%
	2018	66%	60%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
At Meets Grade Level or Above	2019	38%	34%	34%	26%	32%	40%	*	-	-	17%	16%	*	36%	32%	28%	27%
	2018	41%	60%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
At Masters Grade Level	2019	14%	11%	13%	11%	10%	16%	*	-	-	8%	6%	*	11%	16%	10%	8%
	2018	13%	40%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	84%	76%	82%	90%	-	*	-	80%	40%	*	90%	77%	79%	79%
	2018	80%	80%	76%	56%	72%	82%	*	*	-	75%	32%	*	83%	64%	67%	58%
At Meets Grade Level or Above	2019	54%	52%	53%	41%	41%	66%	-	*	-	67%	24%	*	61%	44%	39%	25%
	2018	51%	46%	45%	26%	39%	52%	*	*	-	58%	16%	*	51%	37%	36%	30%
At Masters Grade Level	2019	25%	24%	27%	17%	20%	38%	-	*	-	20%	16%	*	35%	18%	17%	10%
	2018	23%	17%	17%	5%	14%	20%	*	*	-	33%	0%	*	20%	12%	11%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	72%	54%	46%	48%	62%	-	*	-	43%	28%	*	61%	45%	41%	35%
	2018	78%	70%	52%	28%	46%	60%	*	*	-	50%	23%	*	55%	46%	43%	35%
At Meets Grade Level or Above	2019	55%	44%	21%	14%	13%	29%	-	*	-	14%	16%	*	25%	15%	11%	4%
	2018	53%	39%	18%	10%	20%	17%	*	*	-	33%	13%	*	20%	14%	16%	10%
At Masters Grade Level	2019	33%	24%	9%	5%	4%	15%	-	*	-	0%	0%	*	12%	6%	4%	2%
	2018	31%	19%	8%	5%	6%	8%	*	*	-	25%	3%	*	7%	9%	7%	5%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	47%	36%	49%	52%	-	-	-	40%	14%	45%	39%
	2018	38%	37%	38%	35%	33%	41%	-	-	-	*	28%	35%	38%
Mathematics	2019	45%	40%	36%	26%	34%	43%	-	-	-	83%	15%	32%	30%
	2018	47%	35%	38%	18%	39%	43%	-	-	-	*	17%	31%	35%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	81%	81%	73%	78%	86%	-	*	-	80%	17%	73%	44%
Students Requiring Accelerated Instruction														
	2019	22%	19%	19%	27%	22%	14%	-	*	-	20%	83%	27%	56%
STAAR Cumulative Met Standard														
	2019	85%	87%	87%	76%	85%	91%	-	*	-	100%	26%	81%	67%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	62%	62%	56%	61%	67%	-	-	-	64%	17%	55%	33%
Students Requiring Accelerated Instruction														
	2019	18%	38%	38%	44%	39%	33%	-	-	-	36%	83%	45%	67%
STAAR Cumulative Met Standard														
	2019	88%	74%	74%	60%	73%	78%	-	-	-	91%	22%	68%	59%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	75%	-	-	-	-	-	50%	-	50%	60%	50%	50%
	2018	77%	76%	72%	-	-	-	-	-	42%	-	42%	*	42%	41%
At Meets Grade Level or Above	2019	50%	48%	41%	-	-	-	-	-	12%	-	12%	30%	12%	13%
	2018	48%	44%	37%	-	-	-	-	-	11%	-	11%	*	11%	11%
At Masters Grade Level	2019	24%	22%	19%	-	-	-	-	-	1%	-	1%	10%	1%	2%
	2018	22%	18%	17%	-	-	-	-	-	3%	-	3%	*	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	81%	-	-	-	-	-	56%	-	56%	*	56%	57%
	2018	74%	75%	80%	-	-	-	-	-	51%	-	51%	*	51%	50%
At Meets Grade Level or Above	2019	48%	50%	50%	-	-	-	-	-	19%	-	19%	*	19%	20%
	2018	46%	46%	43%	-	-	-	-	-	9%	-	9%	*	9%	9%
At Masters Grade Level	2019	21%	21%	25%	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	19%	19%	24%	-	-	-	-	-	2%	-	2%	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	76%	-	-	-	-	-	52%	-	52%	*	52%	53%
	2018	81%	78%	73%	-	-	-	-	-	48%	-	48%	*	48%	47%
At Meets Grade Level or Above	2019	52%	49%	39%	-	-	-	-	-	13%	-	13%	*	13%	14%
	2018	50%	42%	36%	-	-	-	-	-	13%	-	13%	*	13%	13%
At Masters Grade Level	2019	26%	25%	16%	-	-	-	-	-	0%	-	0%	*	0%	2%
	2018	24%	18%	15%	-	-	-	-	-	2%	-	2%	*	2%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	70%	-	-	-	-	-	42%	-	42%	*	42%	45%
	2018	66%	60%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	34%	-	-	-	-	-	6%	-	6%	*	6%	8%
	2018	41%	60%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	13%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	40%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	84%	-	-	-	-	-	69%	-	69%	*	69%	67%
	2018	80%	80%	76%	-	-	-	-	-	35%	-	35%	-	35%	35%
At Meets Grade Level or Above	2019	54%	52%	53%	-	-	-	-	-	8%	-	8%	*	8%	7%
	2018	51%	46%	45%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	25%	24%	27%	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	23%	17%	17%	-	-	-	-	-	9%	-	9%	-	9%	9%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	72%	54%	-	-	-	-	-	19%	-	19%	*	19%	19%
	2018	78%	70%	52%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Meets Grade Level or Above	2019	55%	44%	21%	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	53%	39%	18%	-	-	-	-	-	4%	-	4%	-	4%	4%
At Masters Grade Level	2019	33%	24%	9%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	19%	8%	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	69%	-	-	-	-	-	62%	-	62%	67%	62%	62%
	2018	69%	66%	71%	-	-	-	-	-	65%	-	65%	*	65%	64%
All Grades ELA/Reading	2019	68%	71%	73%	-	-	-	-	-	63%	-	63%	*	63%	63%
	2018	69%	66%	74%	-	-	-	-	-	64%	-	64%	*	64%	63%
All Grades Mathematics	2019	70%	72%	64%	-	-	-	-	-	60%	-	60%	*	60%	60%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 (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.

	2018	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
	2018	70%	66%	68%	-	-	-	-	-	66%	-	66%	*	66%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	47%	-	-	-	-	-	40%	-	40%	*	40%	39%
	2018	38%	37%	38%	-	-	-	-	-	39%	-	39%	*	39%	38%
Mathematics	2019	45%	40%	36%	-	-	-	-	-	28%	-	28%	*	28%	30%
	2018	47%	35%	38%	-	-	-	-	-	35%	-	35%	-	35%	35%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 716
 Grade Span: 07 - 08
 School Type: Middle

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	99%	98%	99%	100%
Included in Accountability	94%	95%	96%	92%	95%	97%	*	100%	-	99%	95%	94%	92%
Not Included in Accountability													
Mobile	4%	5%	4%	7%	4%	3%	*	0%	-	0%	2%	5%	8%
Other Exclusions	1%	0%	0%	1%	0%	0%	*	0%	-	0%	1%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	1%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	1%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	92%	94%	79%	94%	98%	100%	100%	-	100%	90%	93%	91%
Not Included in Accountability													
Mobile	4%	7%	6%	21%	5%	2%	0%	0%	-	0%	10%	7%	5%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	96.4%	96.3%	96.9%	96.3%	*	*	-	93.5%	95.0%	96.1%	96.5%
2017-18	95.4%	96.3%	96.4%	96.3%	96.8%	96.2%	*	98.2%	-	96.2%	95.5%	96.1%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.4%	1.4%	0.5%	0.0%	*	0.0%	-	0.0%	1.5%	0.5%	1.4%
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

	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: CRANDALL MIDDLE
 Campus Number: 129901041

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

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

District Name: CRANDALL ISD
Campus Name: CRANDALL MIDDLE
Campus Number: 129901041

Total Students: 718
Grade Span: 07 - 08
School Type: Middle

	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
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	47.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1031	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	508	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

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

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	718	100.0%	4,573	5,479,173	718	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.7%	4.5%	0	0.0%	3.6%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.4%	7.6%
Grade 6	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 7	342	47.6%	7.5%	7.7%	342	47.6%	7.4%	7.7%
Grade 8	376	52.4%	8.2%	7.5%	376	52.4%	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	147	20.5%	18.7%	12.6%	147	20.5%	18.7%	12.6%
Hispanic	209	29.1%	31.9%	52.8%	209	29.1%	31.8%	52.8%
White	338	47.1%	45.7%	27.0%	338	47.1%	45.8%	27.0%
American Indian	4	0.6%	0.4%	0.4%	4	0.6%	0.4%	0.4%
Asian	4	0.6%	0.5%	4.6%	4	0.6%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	2.2%	2.7%	2.5%	16	2.2%	2.7%	2.5%
Sex:								
Female	343	47.8%	47.7%	48.8%	343	47.8%	47.7%	48.8%
Male	375	52.2%	52.3%	51.2%	375	52.2%	52.3%	51.2%
Economically Disadvantaged	372	51.8%	52.8%	60.3%	372	51.8%	52.7%	60.2%
Non-Educationally Disadvantaged	346	48.2%	47.2%	39.7%	346	48.2%	47.3%	39.8%
Section 504 Students	83	11.6%	8.2%	6.9%	83	11.6%	8.2%	6.9%
English Learners (EL)	84	11.7%	13.5%	20.3%	84	11.7%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	34	4.5%	2.2%	1.5%				
Students w/ Dyslexia	48	6.7%	4.8%	4.1%	48	6.7%	4.8%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	1	0.1%	0.2%	1.4%	1	0.1%	0.2%	1.4%
Immigrant	1	0.1%	0.5%	2.3%	1	0.1%	0.5%	2.3%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	0	0.0%	43.2%	65.1%	0	0.0%	43.2%	65.1%
Military Connected	15	2.1%	2.2%	1.9%	15	2.1%	2.2%	1.9%
At-Risk	344	47.9%	42.6%	50.6%	344	47.9%	42.6%	50.5%

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	78	10.9%	13.1%	20.6%	78	10.9%	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	54	7.5%	5.6%	8.1%	54	7.5%	5.6%	8.1%
Special Education	78	10.9%	11.7%	10.5%	78	10.9%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	56	71.8%	45.3%	42.4%				
Students with Physical Disabilities	*	*	21.8%	21.4%				
Students with Autism	**	**	10.8%	13.8%				
Students with Behavioral Disabilities	13	16.7%	20.7%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	61	8.1%	12.4%	15.3%				
By Ethnicity:								
African American	19	2.5%						
Hispanic	18	2.4%						
White	22	2.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	36	9.9%						

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.1	19.0
Grade 1	-	22.3	18.9
Grade 2	-	19.0	18.8
Grade 3	-	20.2	19.0
Grade 4	-	19.8	19.2
Grade 5	-	21.4	20.9
Grade 6	-	20.6	20.4
Secondary:			
English/Language Arts	17.3	16.1	16.4
Foreign Languages	-	19.1	18.7
Mathematics	17.3	17.2	17.8
Science	19.4	18.6	18.8
Social Studies	20.7	17.9	19.3

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.3	100.0%	100.0%	100.0%
Professional Staff:	56.3	87.6%	67.0%	63.7%
Teachers	46.3	72.0%	51.4%	49.4%
Professional Support	6.0	9.3%	9.9%	10.2%
Campus Administration (School Leadership)	4.0	6.2%	4.0%	3.0%
Educational Aides:	8.0	12.4%	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	2.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	13.0	20.2%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	15.1%	7.8%	10.8%
Hispanic	0.0	0.0%	5.2%	28.1%
White	37.3	80.5%	84.7%	57.7%
American Indian	1.0	2.2%	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	2.2%	1.0%	1.1%
Males	13.3	28.7%	20.0%	23.8%
Females	33.0	71.3%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.2%	0.7%	1.3%
Bachelors	31.3	67.6%	74.9%	73.4%
Masters	13.0	28.1%	23.5%	24.5%
Doctorate	1.0	2.2%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.3%	6.5%	7.4%
1-5 Years Experience	19.2	41.4%	35.8%	27.9%
6-10 Years Experience	7.0	15.1%	21.9%	19.4%
11-20 Years Experience	12.1	26.2%	24.4%	29.4%
Over 20 Years Experience	6.0	13.0%	11.4%	15.9%
Number of Students per Teacher	15.5	n/a	14.9	15.1

District Name: CRANDALL ISD
 Campus Name: CRANDALL MIDDLE
 Campus Number: 129901041

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

Total Students: 718
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.3	6.2
Average Years Experience of Principals with District	6.0	6.3	5.3
Average Years Experience of Assistant Principals	3.5	3.9	5.3
Average Years Experience of Assistant Principals with District	3.5	2.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.3	9.6	11.1
Average Years Experience of Teachers with District:	4.9	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,010	\$50,517	\$49,868
1-5 Years Experience	\$51,509	\$52,048	\$52,823
6-10 Years Experience	\$53,723	\$53,628	\$55,756
11-20 Years Experience	\$56,241	\$56,639	\$59,308
Over 20 Years Experience	\$67,099	\$65,861	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,038	\$54,993	\$57,091
Professional Support	\$64,602	\$65,280	\$67,352
Campus Administration (School Leadership)	\$74,682	\$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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.7%	3.8%	6.5%
Career & Technical Education	0.5	1.1%	6.2%	5.0%
Compensatory Education	0.0	0.0%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	36.3	78.4%	70.9%	70.9%
Special Education	9.2	19.8%	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 : Crandall Middle

P O Box 490
 Crandall, TX 75114-0490
 (972) 427-6000 ext:5603 Phone
 (972) 427-6029 Fax

District Information

Offers the ASVAB test

Programs of Study

(014) - Culinary Arts

Gifted and Talented Programs

(01) - Pull-out

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

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

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

Student Demographics (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

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

Special Services (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

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

Student Demographics (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

Race

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

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	137	16.04%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	66	7.73%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	68	7.96%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	2	0.23%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	69	8.08%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	128	14.99%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	62	7.26%

Economic Disadvantage

Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	477	55.85%
Free Meals (Economic-Disadvantage-Code = 01)	385	45.08%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	92	10.77%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%

Homeless Statuses

Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	0.23%
Shelter (Homeless-Status-Code = 5)	0	0.00%

Special Services (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

Count Percent

Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	7.81%
Emotional disturbance	11	8.59%
Learning disability	68	53.12%
Speech impairment	5	3.91%
Autism	14	10.94%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy code (00)	6	4.69%
Homebound code (01)	1	0.78%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	62	48.44%
Resource Room codes (41, 42)	48	37.50%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	11	8.59%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

Count Percent

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

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

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

Other Student Information (2021 - 2022 Preliminary

Fall PEIMS file loaded 09/21/2021)

Count Percent

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

Crandall Independent School District
Crandall High School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

EMPOWERING EACH STUDENT TO POSITIVELY IMPACT THE WORLD

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 - Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving. 23
 - Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride. 24
 - Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district. 25
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Comprehensive Needs Assessment

Needs Assessment Overview

10. Annual Spring Job Fair is held at Crandall High School. Our central office and campus administrators attend regional job fairs to recruit students that are considering returning to Crandall. We hold committee interviews for campus need positions. Development-New Teacher Training for new teachers and new teachers to the district training (Ask Starrett). Campus Principal evaluates all new hires using T-TESS evaluation system.

11. Professional Practices - Pirate Cruise is a week long professional development led by district employees. Additional professional practices are Lead4ward, district training, and new teachers to the district attend one six-week training. Our campus also provides opportunities for teachers to attend lunch and learns, bi-monthly PLCs, EOC three times per week, the impact it provides keep staff goal oriented, increases communication across the campus and the district, provides opportunities for growth.

Department chair meetings and principal advisory committee they oversee decision process, discuss improving student achievement, and assess campus culture by survey completion and identifies campus needs.

12. Programs and Opportunities for Students

Read right - ESL and SPED population, 45 minutes of instruction, 5 days a week, focus on reading comprehension and fluency skills.

In school tutorials - small group explicit instruction and focus on TEKS and end of course subjects students are struggling with. These students are pulled from an elective course 1 x per week in preparation for STAAR retest.

After school tutorials - reviews pre-taught upcoming materials by exposing them to background knowledge of skills.

Master's Academy - student lead activities, process standards, critical thinking, getting students to the master levels.

Saturday school - open for all students who want to work on testing strategies and application of content according to the state standardized assessment.

EOC Labs English 1 & 2 - for students who have been unsuccessful in passing English 1&2. Small group, direct and explicit instruction that focus on student weakness in reading across the reading reporting categories.

Summer school - provides students an opportunity to regain lost credits and preparation for EOC summer administration.

13. Procedures - one to one Chromebooks for students, students have access to textbooks on line, Edgenuity, Online curriculum for teachers, interactive doc cameras and Smartboards.

Encourage teachers to teach bell to bell, incorporate additional planning period for EOC teachers, 1 day a week for team planning, and 2 x per week they meet with administration to set instructional goals and review data, and discuss instructional practice and one day per week is designated for tutorials.

Teachers are encouraged to attend Champs, conduct peer observations, and teachers have mentor teachers.

Perceptions:

Crandall High School takes pride in promoting an exceptional education in a positive and inspiring climate. Due to extensive growth in our community and school district, academic and communication challenges need to be addressed.

Demographics

Demographics Summary

Race/Ethnicity: 1201 Total Students 2018-19

African American 17.7%

Hispanic 27.1%

White 50.5%

American Indian 0.2%

Asian 0.8%

Pacific Islander 0.2%

2 or more 3.5%

Student Groups:

Eco Dis 45.5%

EL 6.2%

SPED 10.3%

At-risk 41.7%

Enrollment numbers are increasing.

Student Mobility Rate: 13.3%

Dropout Rate: 0.1%

Graduates enroll in Institution of Higher Education 59.8%

2 year college: 67 students

4 year college: 49 students

Graduates meet course entrance requirements without remediation 47.3%

Students graduate with college credit 36.8%

Attendance Rate: 96%

Special Programs:

GT: 4.9%

AP: 30.1%

CTE: 95.2%

Staff Members: 102.8

Teachers: 75.2

Teacher Experience:

Beginning 6.7%

1-5: 37.7%

6-10: 18.6%

11-20: 19.7%

over 20: 17.3%

Teacher Race/Ethnicity:

African American: 9.3%

Hispanic: 4%

White: 86.7%

Male: 36.1%

Female 63.9%

Average Class size: 16 students

Average class size by subject:

ELA 13.8

Foreign Language 23.4

Math: 21.8

Science: 19.7

Social Studies: 18.6

Demographics Strengths

Crandall High School maintains a 99.2% graduation rate. 95% of Crandall High School students participate in Career and Technology Education courses. 30% of our 11th and 12th grade students participate in AP courses. Crandall High School has experienced teachers. 55% of Crandall High School teachers have 6 or more years of experience and 17% of teachers have more than 20 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increasing student population puts a strain on facility capacity and staffing. **Root Cause:** Population growth

Problem Statement 2: Increased DAEP placements hinder academic performance of students removed. **Root Cause:** Discipline referrals that result in DAEP placements.

Student Learning

Student Learning Summary

Our overall academic performance has increased across all content areas. We have experienced a significant increase in the number of students achieving mastery level on all five EOC exams. We need to focus on improving ACT, SAT, TSI, PSAT, and AP scores.

Student Learning Strengths

TEA Distinctions earned include: Academic Achievement in Math, Academic Achievement in Science, Comparative Academic Growth (#1 in academic growth in TEA comparison group), Closing Achievement Gaps (#5 in TEA comparison group), and Post Secondary Readiness.

Crandall High School was successful in closing gaps in English I and Alg I; and showed overall improvement in all categories from last year as shown below.

EOC	APPROACHES	MEETS	MASTERS
2018			
English 1	62	45	6
English 2	70	51	9
Algebra 1	87	43	13
Biology	87	51	16
US History	95	70	35
2019			
English 1	74	60	11
English 2	76	58	9
Algebra 1	92	71	38
Biology	92	64	25
US History	98	80	47

ENGLISH I Sub Populations	Approaches		Meets		Masters	
	2018	2019	2018	2019	2018	2019
Overall	65%	78%	45%	59%	7%	10%

ENGLISH I		Approaches		Meets		Masters
African American	57%	49%	28%	39%	3%	1%
ELL	31%	62%	18%	37%	0%	2%
SpEd	18%	44%	9%	20%	0%	9%
EcoDis	53%	71%	31%	49%	3%	6%

ENGLISH II		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	73%	77%	53%	55%	8%	9%
African American	48%	69%	27%	44%	2%	7%
ELL	50%	51%	24%	27%	6%	0%
SpEd	24%	53%	19%	21%	10%	5%
EcoDis	61%	68%	43%	46%	7%	7%

Algebra 1		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	86%	92%	42%	69%	14%	37%
African American	75%	89%	29%	56%	9%	24%
ELL	71%	92%	32%	74%	6%	41%
SpEd	49%	73%	13%	38%	4%	15%
EcoDis	84%	89%	37%	66%	12%	31%

Biology		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	88%	92%	50%	62%	16%	24%
African American	78%	85%	31%	35%	5%	14%
ELL	76%	83%	26%	43%	3%	9%
SpEd	65%	63%	20%	24%	6%	11%
EcoDis	82%	87%	40%	46%	9%	12%

US History		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	95%	97%	69%	78%	35%	47%
African American	97%	89% (anomaly)	55%	50%	28%	18%
ELL	92%	92%	46%	38%	0%	19%
SpEd	63%	82%	31%	57%	13%	29%

	US History	Approaches		Meets		Masters
EcoDis	92%	95%	67%	68%	29%	38%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Crandall HS is observing performance gaps in reading comprehension across all grade levels and content areas. **Root Cause:** A need for more intensive vertical alignment is evident in all content areas, especially in reading and writing.

Problem Statement 2: There is a need for growth in participation and performance in all accelerated courses. **Root Cause:** Students lack the academic stamina and growth mindset necessary for high performance in a rigorous course.

School Processes & Programs

School Processes & Programs Summary

Our campus program included hosting an annual Spring job fair at Crandall High School. Central office and campus administrators attend regional job fairs to recruit prospective educators. Committee interviews are held for campus positions and the campus principal evaluates all new hires using the T-TESS evaluation system.

Our campus' professional practices include our summer professional development called Pirate Cruise led by district employees. We also implement Lead4ward and other valuable district training. Once every six weeks, new teachers receive additional professional development training. We provide opportunities for teachers to attend "lunch and learns" led by campus educators. Campus teachers attend bi-monthly Professional Learning Communities (PLC), End of Course (EOC) planning periods are held three times per week and the impact of professional practices keeps staff goal oriented, increases communication across the campus and the district, and provides opportunities for growth.

Department chair meetings and principal advisory committees oversee decision making processes, discuss improving student achievement, and assess campus culture by survey completion and responding to campus needs.

Programs and opportunities for students include a Read Right program that is designed for our ESL and SPED population. The students receive 45 minutes of instruction, five days a week, focused on reading comprehension and fluency skills. Additional programs for students include in-school tutorials which are small groups of explicit instruction that focus on TEKS and address student weaknesses. Additional campus programs include after school tutorials and Masters academy which are student led activities focusing on critical thinking, problem solving and preparing students to reach Masters level of EOC exams. We also provide access to Saturday school to support EOC and AP test takers. Additional EOC Lab classes for English 1 & 2 serve students who have been unsuccessful in passing those EOCs.

Technology has been integrated into instructional and administrative programs through the use of one-to-one Chromebooks for students. Students have access to textbooks online, online curriculum and other interactive technology. Teachers are encouraged to teach bell to bell, attend team planning, set instructional goals, review data and discuss instructional practices for teacher growth and student success. To reduce overuse of discipline practices that remove students from the classroom, teachers are encouraged to implement quality relationship building skills and classroom management strategies.

School Processes & Programs Strengths

School processes and programs strengths are our campus' end-of-course (EOC) classes for our students who have been unsuccessful at passing English 1 and/or English 2. These EOC courses provide small group, direct and explicit instruction that focus on student weaknesses in reading comprehension, writing and testing reporting categories. EOC additional planning periods for teachers have been a great asset to our campus. Teachers are provided a day for team planning, twice a week teachers meet with administration to set instructional goals, discuss instructional practices and disaggregate various forms of data to identify trends or patterns in behavior and achievement that decide which evidence-based interventions are producing positive academic results and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus Stakeholders lack clarity on endorsement and certification systems. **Root Cause:** Lack of training on House Bill 5, CCMR, Endorsements, and Industry Based Certifications.

Perceptions

Perceptions Summary

Crandall High School is focused on student needs and what is best for our students. Previous successes have built a culture of high expectations. Values and beliefs vary due to the diversity of our student population and the growth and expansion of our community. Focusing on high achievement and the sharing of common values and beliefs helps us to promote the success of our students.

Perceptions Strengths

At Crandall High School, we strongly emphasize the 3 C's: Community, Compassion, and Character. These pillars frame the way we conduct the business of school on campus and in the community at large.

CHS has high standards of academic achievement and has earned an "A" rating from TEA for the 2018-2019 school year. This comes from a consistent and deliberate effort toward student academic growth and the expectation of a success mindset. We offer strong and varied programs, including CTE, academic, and extracurricular offerings, striving to meet the needs of all students.

The CHS staff is highly qualified because of the diligence of our administrative staff seeking out the best possible candidates. Teacher-led professional development is encouraged to foster a collaborative learning environment.

CHS Administration has focused on the equity of services offered to all students. A prime example is our tutorial program. Buses are available to transport students home after tutorials so that every student has the opportunity to seek help when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic strengths are different for many new students moving into the district. **Root Cause:** A high number of newly-enrolled students often have instructional gaps, causing academic distress. It is imperative that we focus on meeting the needs of these new students.

Problem Statement 2: As Crandall and Crandall ISD grow, changes are met with resistance. **Root Cause:** As the demographics shift in our community and district, change is inevitable. Finding ways to embrace the changes in diversity and focus on the positive attributes in those changes is key. Communication, especially in a family's native language, is imperative in reaching all represented groups in our growing area.

Problem Statement 3: Meeting the needs of our growing ESL population is a challenge. **Root Cause:** Since 2017-2018, we've experienced an 800% growth in our ESL population. Keeping up with such a rapid change is difficult, and proactive measures must be taken to ensure student success.

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




Goals



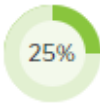




Revised/Approved: November 15, 2021

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: In the 2021-2022 school year, student performance will demonstrate a 5% increase at the masters level in all EOC content areas.

Evaluation Data Sources: CBA's, District Benchmarks, STAAR EOC's

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the campus playbook of instructional strategies for student academic performance and engagement.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance and engagement within the classroom.</p> <p>Staff Responsible for Monitoring: Administrative Team, Teachers, & Campus Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a standard data protocol to track student performance on campus assessments.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CBA's, District Benchmarks, and STAAR EOC's.</p> <p>Staff Responsible for Monitoring: Administrative Team & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate.</p> <p>Strategy's Expected Result/Impact: A minimum of 3 common formative assessments per 6 week period.</p> <p>Staff Responsible for Monitoring: Administrative Team & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

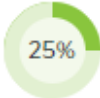
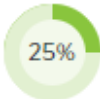




Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will conduct embedded enrichment activities during the instructional day to support students' mastery of learning targets.</p> <p>Strategy's Expected Result/Impact: Increase of 5% in the masters level on CBA's, District Benchmarks, and STAAR EOC's.</p> <p>Staff Responsible for Monitoring: Administrative Team & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement PLCs in all 5 EOC content areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in at the masters level in all EOCs.</p> <p>Staff Responsible for Monitoring: Administrative Team & Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide transition training for all freshmen to improve their understanding of personal graduation plans, credits, and study skills.</p> <p>Strategy's Expected Result/Impact: Improve passing and promotion rates.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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: In the 2021-2022 school year, one hundred CTE students will receive a industry based certification.

HB3 Goal


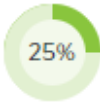




Evaluation Data Sources: CCMR Data, Industry Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify CTE courses that offer an industry based certification.</p> <p>Strategy's Expected Result/Impact: 100 students with industry based certifications</p> <p>Staff Responsible for Monitoring: Administrative Team, CTE Teachers, & Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Require students to test for industry based certification through CTE courses.</p> <p>Strategy's Expected Result/Impact: 100 students with industry based certifications</p> <p>Staff Responsible for Monitoring: Administrative Team, CTE Teachers, & Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 3: In the 2021-2022 school year, CHS will have 70% of students engaged in school through a variety of clubs and organizations will be offered to support all students to create a healthy environment where students connect with peers and staff.






Evaluation Data Sources: Number of students engaged in clubs & organizations

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionists will Identify non-participants and connect them to clubs and organizations which are reflective of student interest.</p> <p>Strategy's Expected Result/Impact: 70% of students engaged in clubs and organizations.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Interventionists, & Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Faculty, staff, and students will be trained in Social Emotional Learning to improve cultural awareness, problem solving, and coping skills across the campus.</p> <p>Strategy's Expected Result/Impact: Surveys will indicate strengths in inclusion, problem solving, and coping skills.</p> <p>Staff Responsible for Monitoring: Administration team and counselors.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 4: In the 2021-22 school year, 100% of instructional staff will participate in professional development related to the campus instructional playbook.


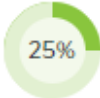





Evaluation Data Sources: Professional Development Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional staff will design a campus instructional playbook based off of department needs.</p> <p>Strategy's Expected Result/Impact: Implementation of instructional strategies identified in playbook throughout all subject areas</p> <p>Staff Responsible for Monitoring: Administrative Team & Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 5: In the 2021-2022 school year, students with special needs will be supported to improve individual growth measures by 3% on EOC testing .




Evaluation Data Sources: CBA, and student samples.






Strategy 1 Details	Reviews			
<p>Strategy 1: Case workers and General Education Teachers will monitor student performance, assist with interventions, and set goals with students.</p> <p>Strategy's Expected Result/Impact: Increase in students with special needs</p> <p>Staff Responsible for Monitoring: Administration team, Special Education Teachers, and General Education Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: After school strategic tutorials provided for all EOC SPED re-testers and 9th grade HB4545 identified students.</p> <p>Strategy's Expected Result/Impact: Increase in SPED EOC scores</p> <p>Staff Responsible for Monitoring: Administrative team, faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: SPED students strategically scheduled with SPED case manager teacher for navigation tutorials.</p> <p>Strategy's Expected Result/Impact: Build relationships with SPED case management students.</p> <p>Staff Responsible for Monitoring: Administration team, faculty and staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: 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;"> <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 6: In the 2021-2022 school year, English Language Learners will improve EOC scores by 2% in all subject areas.

Evaluation Data Sources: CBA, MAP, TELPAS, and EOC scores.











Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Paraprofessionals will receive Sheltered Instruction throughout the year to incorporate in their classrooms.</p> <p>Strategy's Expected Result/Impact: Increase in ELL scores.</p> <p>Staff Responsible for Monitoring: Administration Team , faculty and staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of ELA teachers will hold a valid ESL Supplemental Certification by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Increase in ELL scores</p> <p>Staff Responsible for Monitoring: Administrative Team, faculty and staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: After school strategic tutorials provided for all EOC ELL re-testers and 9th grade HB4545 identified students.</p> <p>Strategy's Expected Result/Impact: Increase in ELL EOC scores</p> <p>Staff Responsible for Monitoring: Administrative team, faculty and stuff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: ELL students strategically scheduled with ELL teacher for navigation tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in ELL EOC scores</p> <p>Staff Responsible for Monitoring: Administration team, faculty and staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 1: In the 2021-2022 school year, CHS will recruit and hire campus staff that meet highly qualified criteria.



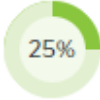




Evaluation Data Sources: Teacher Certifications & Teacher Retention Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement diverse hiring committee practices. Strategy's Expected Result/Impact: Hiring of highly qualified personnel. Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in job fair opportunities and partner with alternative certification programs. Strategy's Expected Result/Impact: Hiring of highly qualified personnel. Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement mentoring program to support new teachers. Strategy's Expected Result/Impact: 90% teacher retention rate. Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Annual review of teacher certifications. Strategy's Expected Result/Impact: 100% of teachers will be highly qualified. Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: In the 2021-2022 school year, CHS will conduct all state required safety drill in accordance with recommendations from the Texas School Safety Center.


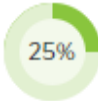




Evaluation Data Sources: Safety Drill Log, Debrief Safety Drill Log, Safety Audit, Safety Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule drills in accordance with the Texas School Safety Center. Strategy's Expected Result/Impact: 100% of safety drill will be conducted according to time lines. Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Safety Committee will evaluate the campus safety plan quarterly to develop safe campus procedures. Strategy's Expected Result/Impact: Teacher implementation of safe campus procedures. Staff Responsible for Monitoring: Administrative Team & Teachers</p> <p>ESF Levers: 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 3 Details	Reviews			
<p>Strategy 3: Conduct safety surveys to students, parents, and staff annually. Strategy's Expected Result/Impact: Students, parents, and staff will report that CHS is a safe campus. Staff Responsible for Monitoring: Administrative Team</p> <p>ESF Levers: 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
				
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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: In the 2021-2022 school year, CHS will actively promote various activities to communicate a positive culture and relationships with all stakeholders.








Evaluation Data Sources: Social media interactions
 Weekly CHS Newsletter
 Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will send out a weekly newsletter to all stakeholders via email. Strategy's Expected Result/Impact: Positive communication from parent surveys. Staff Responsible for Monitoring: CHS Administration and office staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will utilize social media for communication and acknowledgement of campus celebrations. Strategy's Expected Result/Impact: Positive surveys from parents. Staff Responsible for Monitoring: CHS Administration and office staff ESF Levers: Lever 1: Strong School Leadership and Planning, 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 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: In the 2021-2022 school year, Crandall High School will ensure that all funds are spent on the educational needs of our diverse student learners.

Evaluation Data Sources: Campus Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Training on Cash Management for all staff that are responsible for maintaining their budgets and activity accounts.</p> <p>Strategy's Expected Result/Impact: All funds are able to be documented.</p> <p>Staff Responsible for Monitoring: CHS Administration and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Addendums

**Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL H S (129901001) - CRANDALL ISD**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	50
College, Career and Military Readiness	67
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 48.6%)	59
Closing the Gaps % of Indicators Met	
Academic Achievement Status	47%
Growth Status	N/A
Graduation Status	67%
English Language Proficiency Status	100%
Student Success Status	60%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 CRANDALL H S (129901001) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	800	348		409	282	1,839	
Approaches GL or Above	595	276		332	261	1,464	80%
Meets GL or Above	463	119		207	200	989	54%
Masters GL	68	34		66	104	272	15%
Total Percentage Points							149%
Component Score							50

**Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - 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
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	54%	61%	47%	58%	84%	71%
At Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	21%	32%	22%	33%	60%	43%
At Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	3%	4%	8%	8%	17%	10%
Number of Tests															
At Approaches GL Standard or Above	1,464	254	487	659	*	**	-	54	694	133	192	81	7	998	466
At Meets GL Standard or Above	989	148	322	478	*	**	-	34	413	52	99	37	4	706	283
At Masters GL Standard	272	33	68	157	*	**	-	12	84	7	14	13	1	206	66
Total Tests	1,839	357	655	754	*	**	-	63	947	247	314	172	12	1,185	654
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	98%	98%	98%	*	86%	-	98%	98%	100%	100%	100%	100%	98%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	74%	63%	70%	83%	*	*	-	80%	66%	43%	54%	29%	*	79%	66%
At Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	17%	31%	17%	*	64%	47%
At Masters GL Standard	9%	6%	3%	14%	*	*	-	10%	4%	0%	1%	6%	*	10%	6%
Number of Tests															
At Approaches GL Standard or Above	595	99	202	267	*	*	-	24	280	44	72	20	*	403	192
At Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	17	41	12	*	326	137
At Masters GL Standard	68	10	9	46	*	*	-	3	18	0	1	4	*	51	17
Total Tests	800	157	289	321	*	*	-	30	424	103	133	70	*	511	289
Participation															
% participation 2018-19	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	98%	100%	99%	*	*	-	100%	99%	100%	99%	100%	*	99%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	79%	78%	75%	83%	*	*	-	90%	76%	64%	66%	54%	*	84%	72%
At Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	20%	25%	14%	*	37%	30%
At Masters GL Standard	10%	6%	6%	15%	*	*	-	20%	6%	5%	4%	3%	*	9%	11%
Number of Tests															
At Approaches GL Standard or Above	276	54	94	117	*	*	-	9	142	35	45	19	*	178	98
At Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	11	17	5	*	78	41
At Masters GL Standard	34	4	7	21	*	*	-	2	12	3	3	1	*	19	15

**Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - 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	348	69	126	141	*	*	-	10	187	55	68	35	*	212	136
Participation															
% participation 2018-19	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	100%	*	100%	99%
% participation 2020-21	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	100%	*	90%	96%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	81%	75%	70%	92%	*	-	-	92%	76%	50%	57%	58%	*	86%	73%
At Meets GL Standard or Above	51%	39%	44%	62%	*	-	-	38%	41%	17%	31%	18%	*	57%	40%
At Masters GL Standard	16%	10%	14%	21%	*	-	-	15%	12%	2%	8%	3%	*	20%	10%
Number of Tests															
At Approaches GL Standard or Above	332	63	100	156	*	-	-	**	165	29	43	22	*	218	114
At Meets GL Standard or Above	207	33	63	105	*	-	-	**	88	10	23	7	*	145	62
At Masters GL Standard	66	8	20	36	*	-	-	**	25	1	6	1	*	51	15
Total Tests	409	84	142	169	*	-	-	**	216	58	75	38	*	253	156
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	99%	99%	100%	*	-	-	100%	99%	100%	100%	100%	*	99%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	93%	81%	93%	97%	*	*	-	90%	89%	81%	84%	69%	*	95%	85%
At Meets GL Standard or Above	71%	49%	65%	85%	*	*	-	60%	59%	45%	47%	45%	*	75%	59%
At Masters GL Standard	37%	23%	33%	44%	*	*	-	50%	24%	10%	11%	24%	*	41%	26%
Number of Tests															
At Approaches GL Standard or Above	261	38	91	119	*	*	-	9	107	25	32	20	*	199	62

**Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - 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	200	23	64	104	*	*	-	6	71	14	18	13	*	157	43	
At Masters GL Standard	104	11	32	54	*	*	-	5	29	3	4	7	*	85	19	
Total Tests	282	47	98	123	*	*	-	10	120	31	38	29	*	209	73	
Participation																
% participation 2018-19	100%	100%	100%	99%	*	*	*	100%	100%	100%	100%	100%	100%	*	99%	100%
% participation 2020-21	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*	100%	100%

- Indicates there are no students in the group.

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

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

**Texas Education Agency
2021 College, Career, and Military Readiness
CRANDALL H S (129901001) - CRANDALL ISD**

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	261	
Total credit for CCMR criteria	176	67%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	121	46%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	165	63%
Met TSI assessment criteria	142	54%
Met ACT criteria	23	9%
Met SAT criteria	79	30%
Earned credit for a college prep course	18	7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	153	59%
Met TSI assessment criteria	99	38%
Met ACT criteria	22	8%
Met SAT criteria	48	18%
Earned credit for a college prep course	55	21%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	49	19%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	83	32%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	7%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	17	7%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	14	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

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

**Texas Education Agency
2021 Graduation Rate
CRANDALL H S (129901001) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.8%	95.9%	98.5%	100.0%	-	*	*	100.0%	97.2%	100.0%	100.0%
# Graduated	257	47	67	134	-	*	*	6	106	21	27
Total in Class	260	49	68	134	-	*	*	6	109	21	27
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.6%	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
# Graduated	231	33	64	124	-	*	-	**	92	11	16
Total in Class	232	33	65	124	-	*	-	**	92	11	16
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	98.8%	100.0%	100.0%
# Graduated	238	35	56	141	-	*	-	**	82	9	22
Total in Class	239	35	56	142	-	*	-	**	83	9	22
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.1%	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.3%	0.9%	0.0%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	1	1	0	*	0	*	0	2	1	0
# of Students	1,355	257	404	637	*	11	*	40	664	107	141

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

- Indicates there are no students in the group.

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

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

**Texas Education Agency
2021 Relative Performance
CRANDALL H S (129901001) - CRANDALL ISD**

% Economically Disadvantaged	STAAR and CCMR
48.6	59

**Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - 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
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	No		Yes	Yes		
% at Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	31%	17%	*	64%	47%		
# at Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	41	12	*	326	137		
Total Tests	800	157	289	321	*	*	-	30	424	133	70	*	511	289		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No	No	No		No	No		
% at Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	25%	14%	*	37%	30%		
# at Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	17	5	*	78	41		
Total Tests	348	69	126	141	*	*	-	10	187	68	35	*	212	136		
Total Indicators															9	19
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)	No	Yes (1)	Yes (1)					No		Yes (3)					
2019 % Graduated	97.9%	100.0%	95.5%	98.4%	-	-	-	-	96.8%	-	-					
2020 % Graduated	97.0%	90.4%	98.5%	98.5%	-	*	*	100.0%	93.0%	100.0%	87.1%					
2020 # Graduated	257	47	67	134	-	*	*	6	106	21	27					
2020 Total in Class	265	52	68	136	-	*	*	6	114	21	31					
Total Indicators															4	6
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										38%						
TELPAS Progress										47						
TELPAS Total										124						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	Yes	No				No	Yes	No	Yes		Yes	No		
STAAR Component Score	50	40	44	57	*	72	-	53	42	32	26	33	54	41		
% at Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	61%	47%	58%	84%	71%		

**Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - 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 Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	32%	22%	33%	60%	43%		
% at Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	4%	8%	8%	17%	10%		
Total Tests	1,839	357	655	754	*	**	-	63	947	314	172	12	1,185	654		
Total Indicators															6	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes	Yes	Yes	Yes					Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	66%	52%	67%	71%	-	*	*	71%	55%	56%	78%	-	72%	48%		
# Students Meeting CCMR	176	26	44	100	-	*	*	5	62	19	25	-	143	33		
Total Students	267	50	66	141	-	*	*	7	112	34	32	-	198	69		
Total Indicators															9	9
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	856	174	274	358	*	**	-	41	449	126	97	11	496	360		
Total Tests	859	174	276	359	*	**	-	41	451	126	97	11	498	361		
Mathematics																
% Participation	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	*	100%	99%		
# Participants	277	62	93	110	*	*	-	9	137	44	40	*	147	130		
Total Tests	278	62	93	111	*	*	-	9	138	44	40	*	147	131		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	99%	98%	100%	99%	*	*	-	100%	99%	99%	100%	*	99%	99%		
# Participants	870	172	335	330	*	*	-	30	472	175	81	*	544	326		
Total Tests	876	175	336	332	*	*	-	30	476	176	81	*	547	329		
Mathematics																
% Participation	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	*	90%	96%		
# Participants	361	71	135	143	*	*	-	10	194	72	36	*	216	145		
Total Tests	392	74	145	159	*	*	-	11	206	72	36	*	241	151		

* 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.

English I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	57	10	69	53	7
CHS	78	59	10	73	57	7

English II						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	73	51	8	75	60	9
CHS	77	55	9	77	62	9

US History						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	71	41	89	68	35
CHS	97	78	47	91	70	36

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CHS	92	69	37	78	30	10

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

Accountability Summary 2018 - 2021

Name of Campus	CRANDALL H S
Campus Number	129901001

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	49	57		50
College, Career and Military Readiness (2018-2020 Rules)	47	71	76	
% Military Enlistment	6	3	2	<- Hand enter from 2020 CCMR Accountability Data Report*
% CTE Coherent Sequence	1	18	14	
College, Career and Military Readiness (2021 Rules) **	40	50	60	67
Graduation Rate	100.0	100.0	99.6	100.0

** The calculation of CCMR changed significantly in 2021.

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

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

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

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	65	81		
Relative Performance (STAAR Performance and CCMR)	48	64		59
Relative Performance (% EcoDis)	38.4%	45.5%		48.6%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	26%	100%		47%
Growth Status	22%	94%		
Graduation Status	100%	50%		67%
English Language Proficiency Status	0%	0%		100%
Student Success Status (STAAR Performance)	36%	100%		60%
School Quality Status (CCMR)	57%	100%		100%

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

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

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

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

2021 English Language Proficiency Status

Campus Name	Crandall High School
9-Digit Campus Number	129901001

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

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

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

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

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **CRANDALL H S**

Campus Number: **129901001**

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

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

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

	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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	77%	78%	57%	76%	88%	*	*	-	84%	44%	83%	83%	72%	71%	62%
	2018	65%	64%	65%	49%	59%	76%	*	*	-	59%	18%	70%	71%	55%	53%	31%
At Meets Grade Level or Above	2019	50%	57%	59%	39%	55%	70%	*	*	-	58%	20%	50%	66%	48%	49%	37%
	2018	44%	44%	45%	28%	44%	53%	*	*	-	35%	9%	30%	50%	37%	31%	18%
At Masters Grade Level	2019	11%	10%	10%	1%	6%	17%	*	*	-	11%	9%	0%	13%	7%	6%	2%
	2018	7%	7%	7%	3%	6%	8%	*	*	-	18%	0%	0%	8%	4%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	73%	77%	69%	70%	85%	*	*	-	86%	53%	40%	82%	71%	68%	51%
	2018	67%	69%	73%	48%	71%	81%	*	-	*	73%	24%	*	77%	64%	61%	50%
At Meets Grade Level or Above	2019	49%	51%	55%	44%	49%	64%	*	*	-	55%	21%	20%	59%	49%	46%	27%
	2018	48%	50%	53%	27%	49%	62%	*	-	*	55%	19%	*	56%	46%	43%	24%
At Masters Grade Level	2019	8%	8%	9%	7%	8%	9%	*	*	-	23%	5%	0%	10%	8%	7%	0%
	2018	8%	8%	8%	2%	9%	10%	*	-	*	9%	10%	*	9%	7%	7%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	92%	89%	93%	92%	*	*	-	100%	73%	*	90%	94%	89%	92%
	2018	83%	88%	86%	75%	80%	94%	-	-	*	100%	49%	86%	86%	85%	84%	71%
At Meets Grade Level or Above	2019	61%	76%	69%	56%	76%	70%	*	*	-	67%	38%	*	70%	68%	66%	74%
	2018	55%	51%	42%	29%	38%	51%	-	-	*	63%	13%	43%	43%	42%	37%	32%
At Masters Grade Level	2019	37%	46%	37%	24%	43%	39%	*	*	-	22%	15%	*	40%	34%	31%	41%
	2018	32%	24%	14%	9%	11%	17%	-	-	*	25%	4%	0%	14%	13%	12%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	91%	92%	85%	90%	94%	*	*	-	100%	63%	100%	92%	90%	87%	83%
	2018	87%	87%	88%	78%	86%	93%	*	*	-	93%	65%	88%	90%	85%	82%	76%
At Meets Grade Level or Above	2019	62%	60%	62%	35%	56%	75%	*	*	-	50%	24%	60%	69%	51%	46%	43%
	2018	59%	49%	50%	31%	42%	60%	*	*	-	71%	20%	38%	54%	44%	40%	26%
At Masters Grade Level	2019	25%	24%	24%	14%	17%	32%	*	*	-	29%	11%	40%	28%	19%	12%	9%
	2018	24%	16%	16%	5%	13%	23%	*	*	-	14%	6%	0%	21%	8%	9%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	97%	89%	97%	99%	*	*	*	100%	82%	*	99%	94%	95%	92%
	2018	92%	93%	95%	97%	98%	94%	-	*	-	89%	63%	*	95%	94%	92%	92%
At Meets Grade Level or Above	2019	73%	71%	78%	50%	70%	90%	*	*	*	70%	57%	*	82%	68%	68%	38%
	2018	70%	64%	69%	55%	76%	69%	-	*	-	78%	31%	*	70%	67%	67%	46%
At Masters Grade Level	2019	45%	41%	47%	18%	41%	57%	*	*	*	50%	29%	*	51%	38%	38%	19%
	2018	40%	32%	35%	28%	24%	42%	-	*	-	22%	13%	*	37%	30%	29%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	86%	75%	83%	91%	100%	100%	*	92%	60%	81%	88%	82%	79%	73%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

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	2018	77%	76%	80%	66%	77%	87%	*	*	*	80%	42%	79%	83%	74%	72%	59%
	2019	50%	48%	63%	44%	59%	73%	100%	100%	*	58%	29%	48%	68%	55%	53%	43%
	2018	48%	44%	51%	31%	48%	59%	*	*	*	58%	17%	31%	55%	44%	41%	26%
At Masters Grade Level	2019	24%	22%	23%	11%	20%	29%	20%	45%	*	24%	13%	14%	26%	18%	16%	12%
	2018	22%	18%	15%	7%	11%	19%	*	*	*	17%	6%	0%	17%	10%	10%	3%
	All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	79%	78%	63%	73%	87%	*	100%	-	85%	47%	64%	82%	72%	69%	58%
	2018	74%	75%	69%	48%	65%	79%	*	*	*	64%	21%	69%	74%	59%	56%	40%
	2019	48%	50%	57%	41%	52%	67%	*	100%	-	56%	20%	36%	63%	49%	48%	33%
At Meets Grade Level or Above	2018	46%	46%	49%	27%	47%	58%	*	*	*	43%	14%	23%	53%	41%	36%	21%
	2019	21%	21%	10%	4%	7%	13%	*	20%	-	17%	8%	0%	12%	7%	6%	1%
	2018	19%	19%	8%	2%	7%	9%	*	*	*	14%	5%	0%	9%	6%	5%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	92%	89%	93%	92%	*	*	-	100%	73%	*	90%	94%	89%	92%
	2018	81%	78%	86%	75%	80%	94%	-	-	*	100%	49%	86%	86%	85%	84%	71%
	2019	52%	49%	69%	56%	76%	70%	*	*	-	67%	38%	*	70%	68%	66%	74%
At Meets Grade Level or Above	2018	50%	42%	42%	29%	38%	51%	-	-	*	63%	13%	43%	43%	42%	37%	32%
	2019	26%	25%	37%	24%	43%	39%	*	*	-	22%	15%	*	40%	34%	31%	41%
	2018	24%	18%	14%	9%	11%	17%	-	-	*	25%	4%	0%	14%	13%	12%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	92%	85%	90%	94%	*	*	-	100%	63%	100%	92%	90%	87%	83%
	2018	80%	80%	88%	78%	86%	93%	*	*	-	93%	65%	88%	90%	85%	82%	76%
	2019	54%	52%	62%	35%	56%	75%	*	*	-	50%	24%	60%	69%	51%	46%	43%
At Meets Grade Level or Above	2018	51%	46%	50%	31%	42%	60%	*	*	-	71%	20%	38%	54%	44%	40%	26%
	2019	25%	24%	24%	14%	17%	32%	*	*	-	29%	11%	40%	28%	19%	12%	9%
	2018	23%	17%	16%	5%	13%	23%	*	*	-	14%	6%	0%	21%	8%	9%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	72%	97%	89%	97%	99%	*	*	*	100%	82%	*	99%	94%	95%	92%
	2018	78%	70%	95%	97%	98%	94%	-	*	-	89%	63%	*	95%	94%	92%	92%
	2019	55%	44%	78%	50%	70%	90%	*	*	*	70%	57%	*	82%	68%	68%	38%
At Meets Grade Level or Above	2018	53%	39%	69%	55%	76%	69%	-	*	-	78%	31%	*	70%	67%	67%	46%
	2019	33%	24%	47%	18%	41%	57%	*	*	*	50%	29%	*	51%	38%	38%	19%
	2018	31%	19%	35%	28%	24%	42%	-	*	-	22%	13%	*	37%	30%	29%	0%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	78	78	79	80	75	*	*	-	90	88	60	76	82	81	87
	2018	67	60	60	58	61	61	*	-	*	40	47	*	57	66	57	58
End of Course Algebra I	2019	75	87	85	77	89	84	*	*	-	88	60	*	86	83	80	86
	2018	72	76	71	65	64	78	-	-	-	75	41	67	72	69	69	62
All Grades Both Subjects	2019	69	71	81	78	84	79	*	*	-	89	72	75	80	82	81	86
	2018	69	66	65	61	63	68	*	-	*	56	44	75	63	67	63	60
All Grades ELA/Reading	2019	68	71	78	79	80	75	*	*	-	90	88	60	76	82	81	87
	2018	69	66	60	58	61	61	*	-	*	40	47	*	57	66	57	58
All Grades Mathematics	2019	70	72	85	77	89	84	*	*	-	88	60	*	86	83	80	86
	2018	70	66	71	65	64	78	-	-	-	75	41	67	72	69	69	62

District Name: CRANDALL ISD
Campus Name: CRANDALL H S
Campus Number: 129901001

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

Total Students: 1,281
Grade Span: 09 - 12
School Type: High School

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: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	86%	-	-	-	-	-	62%	-	62%	*	62%	62%
	2018	77%	76%	80%	-	-	-	-	-	45%	-	45%	*	45%	45%
At Meets Grade Level or Above	2019	50%	48%	63%	-	-	-	-	-	27%	-	27%	*	27%	27%
	2018	48%	44%	51%	-	-	-	-	-	13%	-	13%	*	13%	13%
At Masters Grade Level	2019	24%	22%	23%	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	22%	18%	15%	-	-	-	-	-	3%	-	3%	*	3%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	78%	-	-	-	-	-	41%	-	41%	-	41%	41%
	2018	74%	75%	69%	-	-	-	-	-	26%	-	26%	*	26%	26%
At Meets Grade Level or Above	2019	48%	50%	57%	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	46%	46%	49%	-	-	-	-	-	7%	-	7%	*	7%	7%
At Masters Grade Level	2019	21%	21%	10%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	19%	8%	-	-	-	-	-	2%	-	2%	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	92%	-	-	-	-	-	88%	-	88%	-	88%	88%
	2018	81%	78%	86%	-	-	-	-	-	60%	-	60%	*	60%	63%
At Meets Grade Level or Above	2019	52%	49%	69%	-	-	-	-	-	64%	-	64%	-	64%	64%
	2018	50%	42%	42%	-	-	-	-	-	20%	-	20%	*	20%	25%
At Masters Grade Level	2019	26%	25%	37%	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	24%	18%	14%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	92%	-	-	-	-	-	73%	-	73%	-	73%	73%
	2018	80%	80%	88%	-	-	-	-	-	61%	-	61%	*	61%	63%
At Meets Grade Level or Above	2019	54%	52%	62%	-	-	-	-	-	23%	-	23%	-	23%	23%
	2018	51%	46%	50%	-	-	-	-	-	17%	-	17%	*	17%	16%
At Masters Grade Level	2019	25%	24%	24%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	16%	-	-	-	-	-	6%	-	6%	*	6%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	72%	97%	-	-	-	-	-	88%	-	88%	*	88%	89%
	2018	78%	70%	95%	-	-	-	-	-	100%	-	100%	*	100%	83%
At Meets Grade Level or Above	2019	55%	44%	78%	-	-	-	-	-	29%	-	29%	*	29%	32%
	2018	53%	39%	69%	-	-	-	-	-	20%	-	20%	*	20%	17%
At Masters Grade Level	2019	33%	24%	47%	-	-	-	-	-	18%	-	18%	*	18%	16%
	2018	31%	19%	35%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	81%	-	-	-	-	-	82%	-	82%	-	82%	82%
	2018	69%	66%	65%	-	-	-	-	-	57%	-	57%	*	57%	59%
All Grades ELA/Reading	2019	68%	71%	78%	-	-	-	-	-	86%	-	86%	-	86%	86%
	2018	69%	66%	60%	-	-	-	-	-	63%	-	63%	-	63%	63%
All Grades Mathematics	2019	70%	72%	85%	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	70%	66%	71%	-	-	-	-	-	50%	-	50%	*	50%	54%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,201
 Grade Span: 09 - 12
 School Type: High School

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	93%	93%	98%	100%	85%	*	100%	98%	94%	83%
Not Included in Accountability													
Mobile	4%	5%	3%	7%	4%	1%	0%	8%	*	0%	0%	4%	9%
Other Exclusions	1%	0%	1%	0%	3%	0%	0%	8%	*	0%	2%	2%	9%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	99%	100%	100%	100%
Included in Accountability	94%	92%	92%	81%	93%	98%	*	44%	*	76%	88%	91%	82%
Not Included in Accountability													
Mobile	4%	7%	7%	19%	4%	2%	*	56%	*	23%	10%	7%	6%
Other Exclusions	1%	0%	1%	0%	3%	0%	*	0%	*	0%	2%	1%	13%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	95.6%	95.4%	95.8%	95.5%	*	96.9%	*	96.5%	94.8%	95.0%	96.0%
2017-18	95.4%	96.3%	96.0%	96.4%	96.4%	95.8%	*	*	*	96.0%	94.4%	95.6%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	0.1%	0.4%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
2017-18	1.9%	0.1%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	98.7%	100.0%	97.0%	99.2%	-	*	-	100.0%	94.1%	98.9%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	0.7%	0.9%	0.0%	1.5%	0.8%	-	*	-	0.0%	5.9%	1.1%	0.0%
Dropped Out	5.9%	0.7%	0.4%	0.0%	1.5%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	98.5%	98.7%	100.0%	97.0%	99.2%	-	*	-	100.0%	94.1%	98.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	99.3%	99.6%	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
Class of 2018													
Graduated	90.0%	98.9%	99.2%	100.0%	100.0%	98.6%	-	*	-	100.0%	95.7%	97.6%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	0.7%	0.4%	0.0%	0.0%	0.7%	-	*	-	0.0%	4.3%	1.2%	0.0%
Dropped Out	5.7%	0.4%	0.4%	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	90.4%	98.9%	99.2%	100.0%	100.0%	98.6%	-	*	-	100.0%	95.7%	97.6%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	99.6%	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.6%	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	0.4%	0.4%	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	92.8%	99.6%	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.6%	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Class of 2017													
Graduated	92.0%	98.2%	97.9%	96.3%	97.6%	98.4%	-	-	-	*	94.7%	98.4%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.5%	0.5%	0.0%	0.0%	0.8%	-	-	-	*	5.3%	0.0%	*
Dropped Out	6.3%	1.4%	1.6%	3.7%	2.4%	0.8%	-	-	-	*	0.0%	1.6%	*
Graduates and TxCHSE	92.6%	98.2%	97.9%	96.3%	97.6%	98.4%	-	-	-	*	94.7%	98.4%	*
Graduates, TxCHSE, and Continuers	93.7%	98.6%	98.4%	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	98.6%	98.4%	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	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%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	1.4%	1.6%	3.7%	2.4%	0.8%	-	-	-	*	0.0%	1.6%	*
Graduates and TxCHSE	93.2%	98.6%	98.4%	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
Graduates, TxCHSE, and Continuers	93.7%	98.6%	98.4%	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
Class of 2016													
Graduated	92.1%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Dropped Out	6.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.1%	97.9%	100.0%	95.5%	98.4%	-	*	-	100.0%	84.2%	96.8%	100.0%
Class of 2018	90.0%	97.9%	98.3%	97.2%	100.0%	97.9%	-	*	-	100.0%	88.0%	97.6%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.8%	95.2%	96.9%	96.8%	94.3%	-	*	-	88.9%	53.8%	94.4%	100.0%
Class of 2018	82.0%	82.8%	94.9%	97.1%	91.1%	95.7%	-	*	-	100.0%	63.6%	93.9%	57.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	85.6%	95.2%	96.9%	96.8%	94.3%	-	*	-	88.9%	53.8%	94.4%	100.0%
Class of 2018	86.8%	81.9%	94.5%	97.1%	91.1%	95.0%	-	*	-	100.0%	63.6%	93.9%	57.1%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.5%	95.2%	96.9%	96.9%	94.4%	-	*	-	88.9%	53.8%	94.4%	100.0%
2017-18	81.5%	80.6%	95.3%	97.1%	92.7%	95.6%	-	*	-	100.0%	63.6%	94.2%	57.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	85.5%	95.2%	96.9%	96.9%	94.4%	-	*	-	88.9%	53.8%	94.4%	100.0%
2017-18	85.1%	81.3%	95.3%	97.1%	92.7%	95.6%	-	*	-	100.0%	63.6%	94.2%	57.1%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	233	100.0%	286	355,615
By Ethnicity:				
African American	33	14.2%	49	43,953
Hispanic	65	27.9%	78	180,673
White	125	53.6%	147	105,577
American Indian	0	0.0%	0	1,293
Asian	1	0.4%	2	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	9	3.9%	10	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	14	6.0%	45	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,160
Foundation H.S. Program (DLA)	219	94.0%	241	285,538
Special Education Graduates	16	6.9%	25	27,598
Economically Disadvantaged Graduates	92	39.5%	131	186,364
LEP Graduates	10	4.3%	16	25,189
At-Risk Graduates	90	38.6%	130	146,432

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	68.4%	75.8%	63.6%	71.5%	83.2%	-	*	-	50.0%	81.3%	67.9%	65.0%
2017-18	65.5%	61.8%	71.2%	52.9%	71.8%	75.2%	-	*	-	80.0%	77.3%	67.4%	35.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.4%	53.2%	39.4%	53.8%	58.4%	-	*	-	33.3%	0.0%	45.7%	50.0%
2017-18	50.0%	40.9%	47.2%	14.3%	49.1%	54.0%	-	*	-	60.0%	9.1%	40.6%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	66.4%	78.5%	66.7%	81.5%	80.8%	-	*	-	66.7%	25.0%	71.7%	70.0%
2017-18	58.2%	53.8%	58.8%	31.4%	54.5%	67.2%	-	*	-	60.0%	9.1%	53.6%	0.0%
Mathematics													
2018-19	48.6%	38.1%	46.8%	30.3%	41.5%	54.4%	-	*	-	44.4%	6.3%	37.0%	20.0%
2017-18	46.0%	35.1%	40.8%	14.3%	38.2%	47.4%	-	*	-	60.0%	9.1%	34.8%	0.0%
Both Subjects													
2018-19	44.2%	37.1%	45.5%	30.3%	40.0%	53.6%	-	*	-	33.3%	0.0%	35.9%	20.0%
2017-18	42.1%	34.8%	40.3%	14.3%	38.2%	46.7%	-	*	-	60.0%	4.5%	34.8%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	28.0%	33.0%	24.2%	32.3%	36.0%	-	*	-	33.3%	0.0%	25.0%	10.0%
2017-18	20.7%	29.0%	34.8%	5.7%	36.4%	40.9%	-	*	-	40.0%	0.0%	30.4%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	12.9%	15.9%	6.1%	21.5%	16.8%	-	*	-	0.0%	0.0%	13.0%	30.0%
2017-18	20.4%	12.2%	14.2%	0.0%	25.5%	12.4%	-	*	-	20.0%	4.5%	14.5%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.2%	42.3%	37.9%	37.7%	47.6%	-	*	-	16.7%	81.3%	40.8%	25.0%
2017-18	28.7%	33.3%	38.6%	42.9%	40.0%	36.9%	-	*	-	40.0%	77.3%	36.2%	35.7%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	5.6%	6.9%	0.0%	4.6%	10.4%	-	*	-	0.0%	6.3%	5.4%	0.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	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%	3.0%	3.0%	0.0%	4.8%	-	*	-	0.0%	43.8%	3.3%	0.0%
2017-18	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	57.7%	66.5%	63.6%	64.6%	70.4%	-	*	-	33.3%	31.3%	63.0%	50.0%
2017-18	38.7%	55.6%	63.9%	60.0%	61.8%	65.7%	-	*	-	60.0%	59.1%	52.2%	28.6%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.5%	2.1%	3.0%	3.1%	1.6%	-	*	-	0.0%	0.0%	4.3%	0.0%
2017-18	4.3%	2.9%	3.4%	2.9%	7.3%	1.5%	-	*	-	20.0%	4.5%	4.3%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	3.0%	0.0%	1.5%	4.8%	-	*	-	0.0%	43.8%	1.1%	0.0%
2017-18	2.6%	5.0%	6.0%	14.3%	5.5%	4.4%	-	*	-	0.0%	63.6%	8.7%	28.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%

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

District Name: CRANDALL ISD
Campus Name: CRANDALL H S
Campus Number: 129901001

Total Students: 1,281
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	51.4%	60.5%	36.4%	58.5%	68.0%	-	*	-	55.6%	12.5%	53.3%	30.0%
2017-18	32.1%	50.5%	55.4%	25.7%	52.7%	63.5%	-	*	-	60.0%	9.1%	49.3%	0.0%
Mathematics													
2018-19	24.7%	38.1%	46.8%	30.3%	41.5%	54.4%	-	*	-	44.4%	6.3%	37.0%	20.0%
2017-18	23.7%	30.5%	35.6%	14.3%	32.7%	40.9%	-	*	-	60.0%	9.1%	30.4%	0.0%
Both Subjects													
2018-19	18.8%	34.3%	42.1%	27.3%	38.5%	48.8%	-	*	-	33.3%	0.0%	32.6%	10.0%
2017-18	18.1%	30.1%	35.2%	14.3%	32.7%	40.1%	-	*	-	60.0%	4.5%	30.4%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	58.4%	66.5%	63.6%	64.6%	70.4%	-	*	-	33.3%	31.3%	63.0%	50.0%
2017-18	58.4%	57.0%	65.2%	60.0%	65.5%	66.4%	-	*	-	60.0%	59.1%	53.6%	28.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	14.3%	17.6%	27.3%	23.1%	12.8%	-	*	-	11.1%	12.5%	17.4%	40.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	26.6%	29.8%	21.2%	25.9%	34.7%	-	*	*	27.8%	n/a	22.7%	n/a
2018	25.8%	27.5%	30.1%	14.9%	31.6%	33.5%	-	*	*	25.0%	n/a	26.4%	n/a
English Language Arts													
2019	14.5%	10.4%	11.6%	14.1%	11.1%	11.7%	-	*	*	5.6%	n/a	9.6%	n/a
2018	15.3%	2.7%	3.0%	4.5%	0.9%	3.3%	-	*	*	8.3%	n/a	4.3%	n/a
Mathematics													
2019	7.4%	10.6%	11.8%	7.1%	8.1%	15.5%	-	*	*	11.1%	n/a	7.0%	n/a
2018	7.3%	16.0%	17.5%	4.5%	15.8%	21.0%	-	*	*	25.0%	n/a	13.5%	n/a
Science													
2019	10.4%	11.6%	13.0%	5.9%	6.7%	18.5%	-	*	*	16.7%	n/a	7.9%	n/a
2018	10.8%	12.7%	13.9%	6.0%	16.7%	14.3%	-	*	*	25.0%	n/a	11.0%	n/a
Social Studies													
2019	13.9%	6.0%	6.7%	3.5%	4.4%	8.7%	-	*	*	11.1%	n/a	5.2%	n/a
2018	14.5%	4.9%	5.3%	3.0%	6.1%	5.5%	-	*	*	8.3%	n/a	6.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	31.1%	31.1%	27.8%	22.9%	34.8%	-	*	-	20.0%	n/a	26.9%	n/a
2018	50.7%	30.5%	30.5%	20.0%	36.1%	28.6%	-	*	-	*	n/a	27.9%	n/a
English Language Arts													
2019	41.2%	16.9%	16.9%	25.0%	6.7%	19.4%	-	-	-	*	n/a	9.1%	n/a
2018	42.5%	0.0%	0.0%	*	*	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	52.2%	18.3%	18.3%	33.3%	0.0%	22.0%	-	-	-	*	n/a	6.3%	n/a

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	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%	26.8%	*	22.2%	26.3%	-	*	-	*	n/a	22.7%	n/a
2019 Science	40.6%	33.3%	33.3%	20.0%	11.1%	38.8%	-	-	-	*	n/a	33.3%	n/a
2018 Social Studies	38.0%	26.2%	26.2%	*	15.8%	33.3%	-	-	-	*	n/a	16.7%	n/a
2019 Social Studies	46.3%	20.6%	20.6%	*	0.0%	30.4%	-	-	-	*	n/a	16.7%	n/a
2018 Social Studies	44.6%	8.0%	8.0%	*	0.0%	13.3%	-	-	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	47.2%	57.1%	69.7%	44.6%	59.2%	-	*	-	66.7%	n/a	48.9%	n/a
2017-18	74.6%	52.0%	61.8%	54.3%	65.5%	62.8%	-	*	-	40.0%	n/a	54.9%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	33.8%	26.1%	24.1%	41.9%	-	*	-	16.7%	n/a	26.7%	n/a
2017-18	37.9%	38.6%	38.2%	21.1%	38.9%	39.5%	-	*	-	*	n/a	35.6%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1031	1029	979	982	1070	-	*	-	*	n/a	992	n/a
2017-18	1036	1044	1043	948	1019	1073	-	*	-	-	n/a	993	n/a
English Language Arts and Writing													
2018-19	517	523	521	489	490	547	-	*	-	*	n/a	500	n/a
2017-18	521	528	528	478	513	545	-	*	-	-	n/a	503	n/a
Mathematics													
2018-19	510	508	508	489	492	523	-	*	-	*	n/a	492	n/a
2017-18	515	516	516	471	506	528	-	*	-	-	n/a	490	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	20.1	17.3	17.7	21.9	-	*	-	17.7	n/a	18.6	n/a
2017-18	20.6	20.6	20.6	17.3	19.8	21.4	-	*	-	*	n/a	20.2	n/a
English Language Arts													
2018-19	20.3	20.0	20.0	16.6	16.8	22.2	-	*	-	17.0	n/a	18.1	n/a
2017-18	20.3	20.1	20.1	16.1	19.0	21.2	-	*	-	*	n/a	19.3	n/a
Mathematics													
2018-19	20.4	19.4	19.4	16.5	18.3	20.8	-	*	-	17.8	n/a	18.2	n/a
2017-18	20.6	20.2	20.2	17.8	20.0	20.5	-	*	-	*	n/a	20.4	n/a
Science													
2018-19	20.8	20.7	20.7	18.5	18.7	22.1	-	*	-	18.3	n/a	19.4	n/a
2017-18	20.9	21.3	21.3	19.1	20.7	21.9	-	*	-	*	n/a	20.9	n/a

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.6%	36.6%	32.5%	34.5%	39.2%	*	20.0%	*	39.5%	13.4%	33.1%	23.7%
2017-18	43.4%	35.8%	36.8%	31.4%	36.4%	39.6%	*	33.3%	*	23.7%	17.6%	31.0%	26.1%
English Language Arts													
2018-19	17.8%	16.4%	16.6%	10.6%	13.8%	20.3%	*	10.0%	*	15.8%	0.0%	12.3%	3.9%
2017-18	17.3%	13.3%	13.7%	5.4%	12.3%	17.0%	*	16.7%	*	13.2%	0.0%	9.3%	0.0%
Mathematics													
2018-19	20.4%	25.5%	24.9%	20.9%	24.0%	26.9%	*	10.0%	*	28.9%	7.3%	22.2%	13.2%
2017-18	20.7%	24.7%	24.8%	17.9%	22.8%	28.3%	*	16.7%	*	21.1%	6.6%	18.7%	8.9%
Science													
2018-19	21.7%	24.0%	24.7%	20.8%	21.1%	27.8%	*	10.0%	*	32.4%	10.4%	20.8%	13.5%
2017-18	21.2%	32.8%	34.2%	29.0%	33.2%	37.3%	*	33.3%	*	21.1%	16.0%	29.5%	25.0%
Social Studies													
2018-19	23.6%	13.5%	14.2%	7.5%	9.3%	19.4%	*	0.0%	*	20.0%	0.0%	9.6%	2.0%
2017-18	22.8%	10.8%	11.3%	6.5%	7.9%	14.7%	-	20.0%	*	8.0%	0.0%	6.8%	7.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	50.9%	56.2%	51.4%	47.3%	62.0%	-	*	-	20.0%	36.4%	51.2%	28.6%
2016-17	54.6%	54.3%	59.8%	68.0%	57.5%	59.8%	-	-	-	*	50.0%	51.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.6%	58.4%	27.8%	65.4%	62.0%	-	*	-	*	12.5%	63.4%	*
2016-17	59.2%	46.2%	47.3%	31.3%	43.5%	52.1%	-	-	-	-	0.0%	54.5%	-

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	1,281	100.0%	4,573	5,479,173	1,281	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.7%	4.5%	0	0.0%	3.6%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.4%	7.6%
Grade 6	0	0.0%	8.0%	7.7%	0	0.0%	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	377	29.4%	8.3%	8.2%	377	29.4%	8.3%	8.2%
Grade 10	345	26.9%	7.6%	7.4%	345	26.9%	7.6%	7.4%
Grade 11	289	22.6%	6.6%	6.9%	289	22.6%	6.6%	6.9%
Grade 12	270	21.1%	6.1%	6.4%	270	21.1%	6.3%	6.4%
Ethnic Distribution:								
African American	237	18.5%	18.7%	12.6%	237	18.5%	18.7%	12.6%
Hispanic	376	29.4%	31.9%	52.8%	376	29.4%	31.8%	52.8%
White	616	48.1%	45.7%	27.0%	616	48.1%	45.8%	27.0%
American Indian	4	0.3%	0.4%	0.4%	4	0.3%	0.4%	0.4%
Asian	11	0.9%	0.5%	4.6%	11	0.9%	0.5%	4.6%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	35	2.7%	2.7%	2.5%	35	2.7%	2.7%	2.5%
Sex:								
Female	640	50.0%	47.7%	48.8%	640	50.0%	47.7%	48.8%
Male	641	50.0%	52.3%	51.2%	641	50.0%	52.3%	51.2%
Economically Disadvantaged	613	47.9%	52.8%	60.3%	613	47.9%	52.7%	60.2%
Non-Educationally Disadvantaged	668	52.1%	47.2%	39.7%	668	52.1%	47.3%	39.8%
Section 504 Students	136	10.6%	8.2%	6.9%	136	10.6%	8.2%	6.9%
English Learners (EL)	94	7.3%	13.5%	20.3%	94	7.3%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	57	4.5%	2.2%	1.5%				
Students w/ Dyslexia	72	5.6%	4.8%	4.1%	72	5.6%	4.8%	4.1%
Foster Care	8	0.6%	0.4%	0.3%	8	0.6%	0.4%	0.3%
Homeless	4	0.3%	0.2%	1.4%	4	0.3%	0.2%	1.4%
Immigrant	4	0.3%	0.5%	2.3%	4	0.3%	0.5%	2.3%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	0	0.0%	43.2%	65.1%	0	0.0%	43.2%	65.1%
Military Connected	21	1.6%	2.2%	1.9%	21	1.6%	2.2%	1.9%
At-Risk	482	37.6%	42.6%	50.6%	482	37.6%	42.6%	50.5%

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	94	7.3%	13.1%	20.6%	94	7.3%	13.1%	20.6%
Career & Technical Education	1,241	96.9%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	927	72.4%	70.9%	50.8%	927	72.4%	70.4%	50.8%
Gifted & Talented Education	59	4.6%	5.6%	8.1%	59	4.6%	5.6%	8.1%
Special Education	132	10.3%	11.7%	10.5%	132	10.3%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	132							
By Type of Primary Disability								
Students with Intellectual Disabilities	81	61.4%	45.3%	42.4%				
Students with Physical Disabilities	*	*	21.8%	21.4%				
Students with Autism	**	**	10.8%	13.8%				
Students with Behavioral Disabilities	38	28.8%	20.7%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	139	11.0%	12.4%	15.3%				
By Ethnicity:								
African American	43	3.4%						
Hispanic	46	3.6%						
White	45	3.5%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	2	0.2%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	129	13.5%						

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.1	19.0
Grade 1	-	22.3	18.9
Grade 2	-	19.0	18.8
Grade 3	-	20.2	19.0
Grade 4	-	19.8	19.2
Grade 5	-	21.4	20.9
Grade 6	-	20.6	20.4
Secondary:			
English/Language Arts	17.4	16.1	16.4
Foreign Languages	21.1	19.1	18.7
Mathematics	18.9	17.2	17.8
Science	20.1	18.6	18.8
Social Studies	20.4	17.9	19.3

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	112.1	100.0%	100.0%	100.0%
Professional Staff:	97.0	86.5%	67.0%	63.7%
Teachers	82.9	73.9%	51.4%	49.4%
Professional Support	7.9	7.1%	9.9%	10.2%
Campus Administration (School Leadership)	6.1	5.5%	4.0%	3.0%
Educational Aides:	15.2	13.5%	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	2.0	n/a	10.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	18.5	16.5%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.0	6.0%	7.8%	10.8%
Hispanic	4.0	4.8%	5.2%	28.1%
White	72.9	87.9%	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	1.0	1.2%	0.3%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	33.9	40.9%	20.0%	23.8%
Females	49.0	59.1%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.7	0.9%	0.7%	1.3%
Bachelors	59.3	71.5%	74.9%	73.4%
Masters	21.9	26.4%	23.5%	24.5%
Doctorate	1.0	1.2%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	7.2%	6.5%	7.4%
1-5 Years Experience	29.4	35.5%	35.8%	27.9%
6-10 Years Experience	15.7	19.0%	21.9%	19.4%
11-20 Years Experience	17.8	21.4%	24.4%	29.4%
Over 20 Years Experience	14.0	16.9%	11.4%	15.9%
Number of Students per Teacher	15.5	n/a	14.9	15.1

District Name: CRANDALL ISD
 Campus Name: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	6.3	6.2
Average Years Experience of Principals with District	12.0	6.3	5.3
Average Years Experience of Assistant Principals	5.3	3.9	5.3
Average Years Experience of Assistant Principals with District	3.3	2.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.9	9.6	11.1
Average Years Experience of Teachers with District:	3.9	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,878	\$50,517	\$49,868
1-5 Years Experience	\$53,311	\$52,048	\$52,823
6-10 Years Experience	\$55,017	\$53,628	\$55,756
11-20 Years Experience	\$59,693	\$56,639	\$59,308
Over 20 Years Experience	\$67,571	\$65,861	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,308	\$54,993	\$57,091
Professional Support	\$61,089	\$65,280	\$67,352
Campus Administration (School Leadership)	\$77,286	\$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: CRANDALL H S
 Campus Number: 129901001

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

Total Students: 1,281
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	0.9%	3.8%	6.5%
Career & Technical Education	18.0	21.7%	6.2%	5.0%
Compensatory Education	1.0	1.2%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	43.2	52.1%	70.9%	70.9%
Special Education	12.7	15.3%	13.0%	9.3%
Other	7.3	8.8%	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 : Crandall H S

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 Crandall, TX 75114-0520
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District Information

Offers the ASVAB test

Programs of Study

(014) - Culinary Arts

Gifted and Talented Programs

(01) - Pull-out

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

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

	Count	Percent
Student Total	1,523	100%
9th Grade	441	28.96%
10th Grade	400	26.26%
11th Grade	370	24.29%
12th Grade	312	20.49%

Student Demographics (2021 - 2022 Preliminary Fall

	Count	Percent
PEIMS file loaded 09/21/2021)		
Gender		
Female	755	49.57%
Male	768	50.43%

Special Services (2021 - 2022 Preliminary Fall PEIMS

	Count	Percent
file loaded 09/21/2021)		
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.66%

Student Demographics (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
Ethnicity		
Hispanic-Latino	574	37.69%
Race		
American Indian - Alaskan Native	4	0.26%
Asian	10	0.66%
Black - African American	319	20.95%
Native Hawaiian - Pacific Islander	1	0.07%
White	560	36.77%
Two-or-More	55	3.61%

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	151	9.91%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	143	9.39%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	2	0.13%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	79	5.19%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	151	9.91%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	90	5.91%

Economic Disadvantage

Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	739	48.52%
Free Meals (Economic-Disadvantage-Code = 01)	630	41.37%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	109	7.16%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%

Special Services (2021 - 2022 Preliminary Fall PEIMS

file loaded 09/21/2021)

	Count	Percent
Other health impairment	23	15.23%
Auditory impairment	3	1.99%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	15	9.93%
Emotional disturbance	9	5.96%
Learning disability	79	52.32%
Speech impairment	1	0.66%
Autism	20	13.24%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy code (00)	0	0.00%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	67	44.37%
Resource Room codes (41, 42)	57	37.75%
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)	27	17.88%
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
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	%

Student by Program (2021 - 2022 Preliminary Fall

PEIMS file loaded 09/21/2021)

Count Percent

Homeless Statuses

Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	0.13%
Shelter (Homeless-Status-Code = 5)	1	0.07%
Doubled Up (Homeless-Status-Code = 2)	1	0.07%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	0	0.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file

loaded 09/21/2021)

Count Percent

Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%
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Other Student Information (2021 - 2022 Preliminary

Fall PEIMS file loaded 09/21/2021)

Count Percent

At-Risk (At-Risk-Indicator-Code = 1)	580	38.08%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	2	0.13%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	29	1.90%
Foster Care (Foster-Care-Indicator-Code = 1,2)	3	0.20%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	177	11.62%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	50	3.28%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	7	0.46%
Transfer In Students (Student Attribution Code = 6)	0	0%

Crandall Independent School District
Compass Academy
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

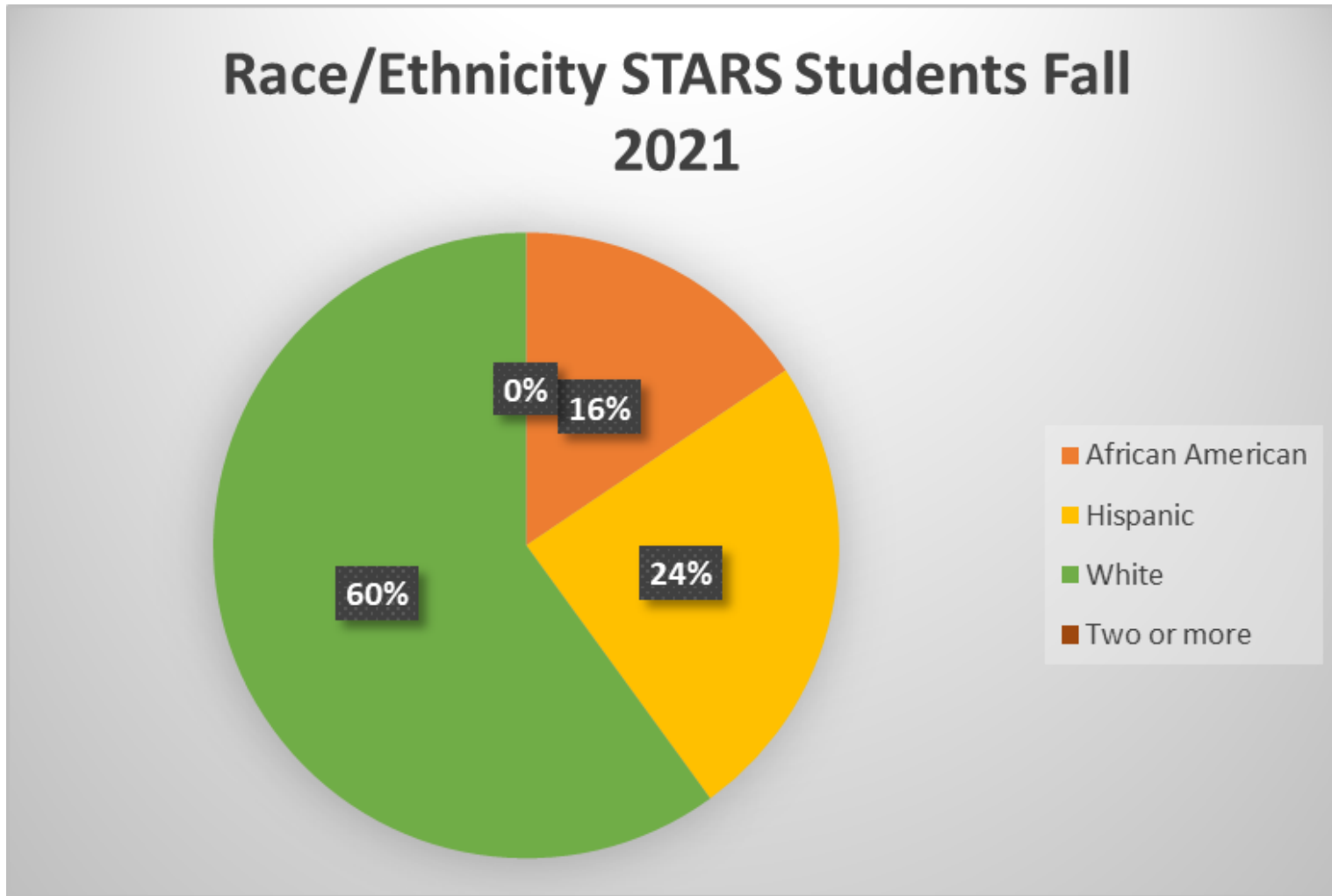
Crandall Compass Academy is a non-traditional, innovative, student-centered, alternative campus focused on student success for both the choice school (STARS) and the Disciplinary Alternative Education Program (DAEP). The majority of students that Compass serves are at-risk of not graduating due to being credit deficient or homelife issues, students with behavioral challenges, or students who desire to graduate early.

Compass Academy’s level of success can be ascertained in two different ways: looking at recidivism and trends with regards to DAEP and completion/graduation rates along with STAAR EOC test data for students choosing to participate in the STARS program. Philosophically, the mission of the staff of Compass Academy is to create a restorative and structured environment that will foster social relationships, integrity, and academic success. Through the guiding values of acceptance, accountability, honesty, relationships, and resiliency; we believe any student can be successful.

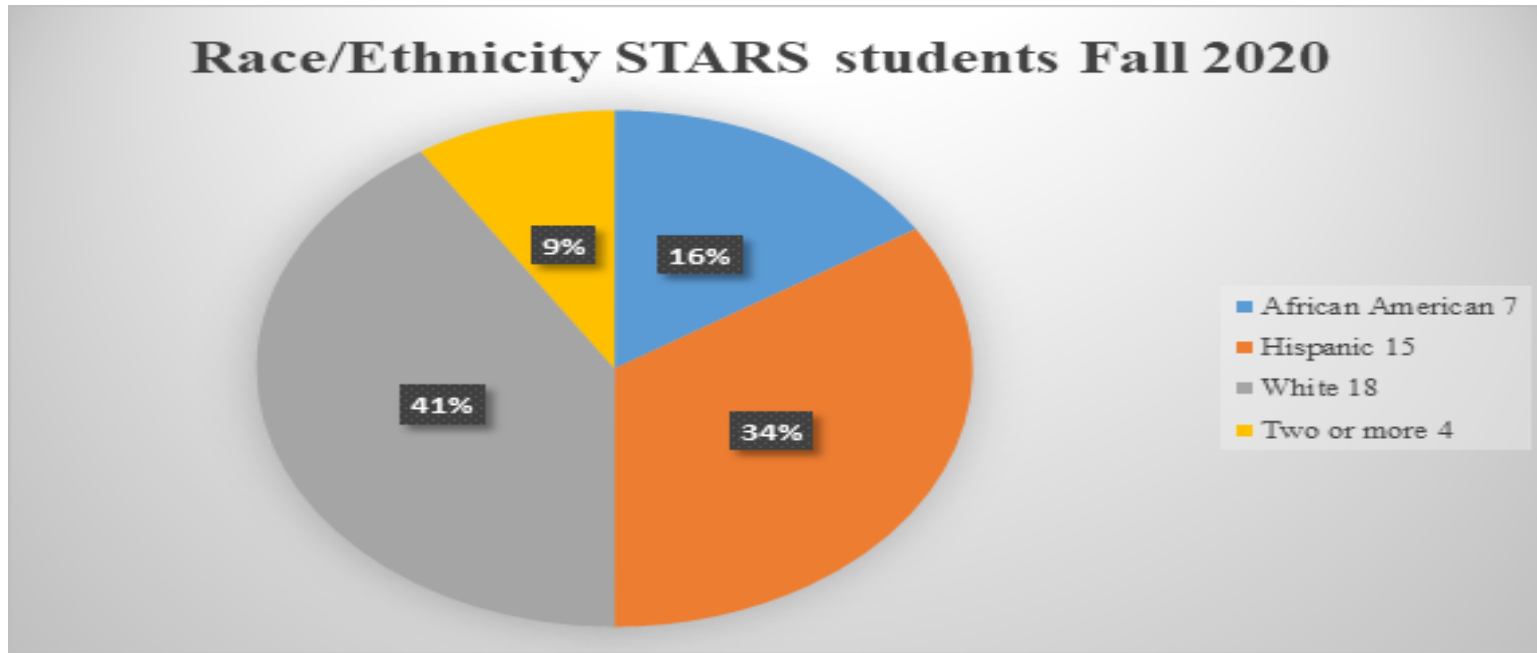
The campus is centrally located and easy to find. The size of Compass is a fluid one due to one of the components of the school being the districts’ DAEP. Students placed in DAEP serve a set amount of time that is governed by the Texas Education Code and the Crandall Student Code of Conduct. The STARS program is a secondary choice school for students who have become credit deficient or choose to expedite graduation. STARS are accepted through an application process and must meet certain criteria to attend. STARS students are accepted every six weeks, and in special cases during the six weeks, therefore; the student population numbers change from the beginning to the end of the year.

School Information	Number of Students Served
STARS grades served:	9 th grade – 12 th grade (in their third year)
STARS population average:	30 students – 50 students
DAEP grades served:	3 rd grade – 12 th grade
DAEP population average:	15 students – 40 students

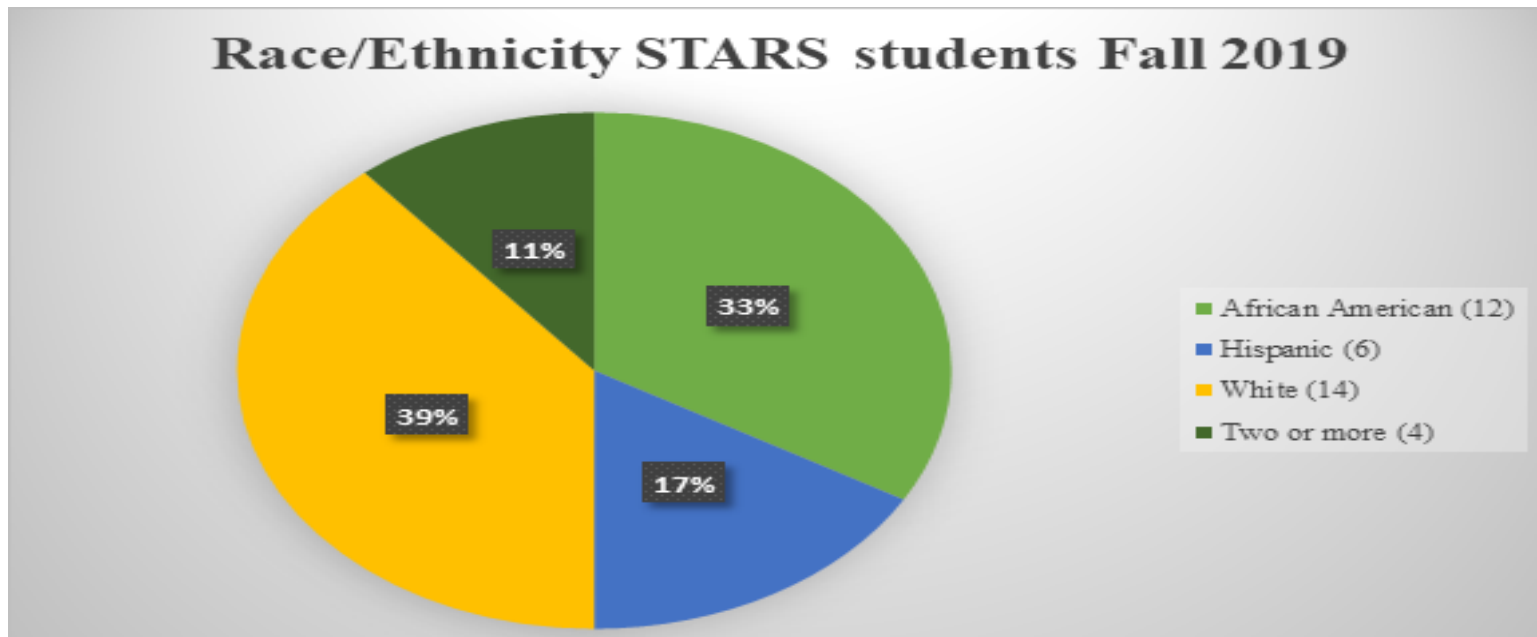
Current Race/Ethnicity of Compass Academy STARS students (October 2021):



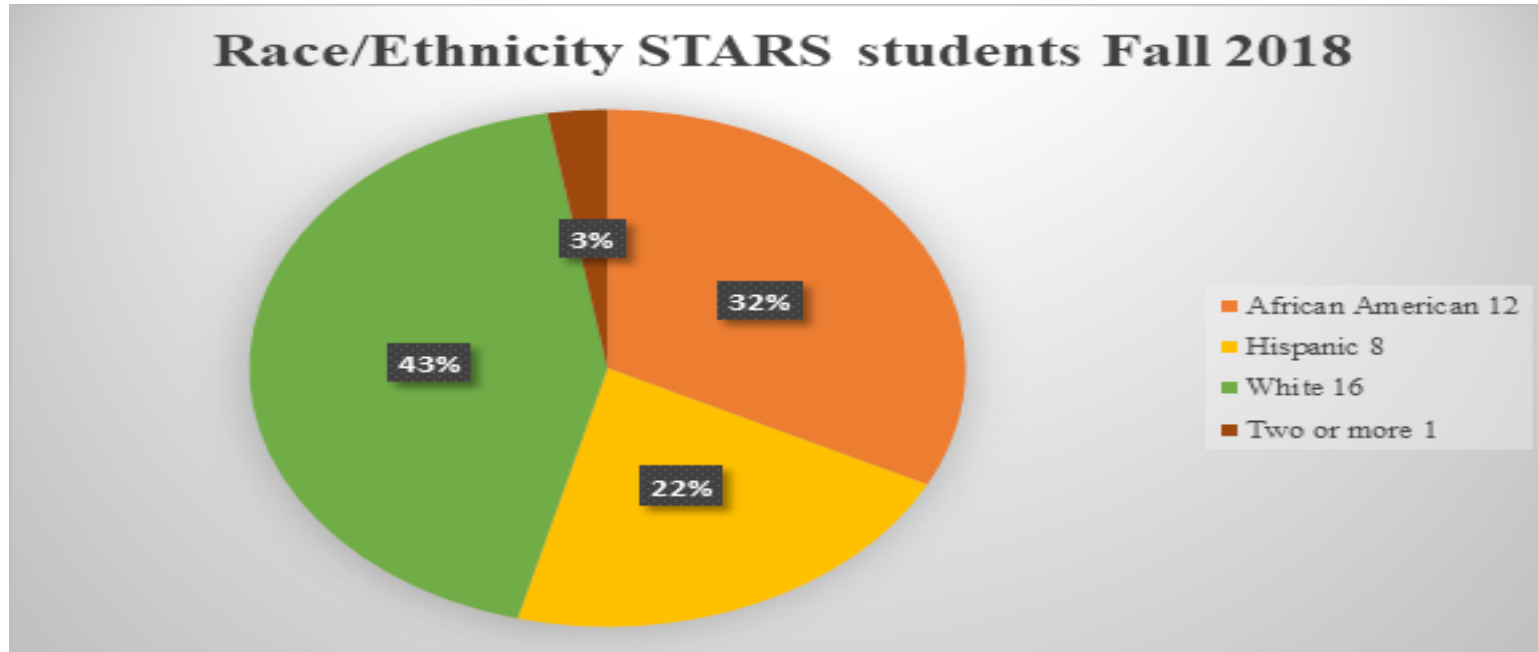
Current Race/Ethnicity of Compass Academy STARS students (October 2020):



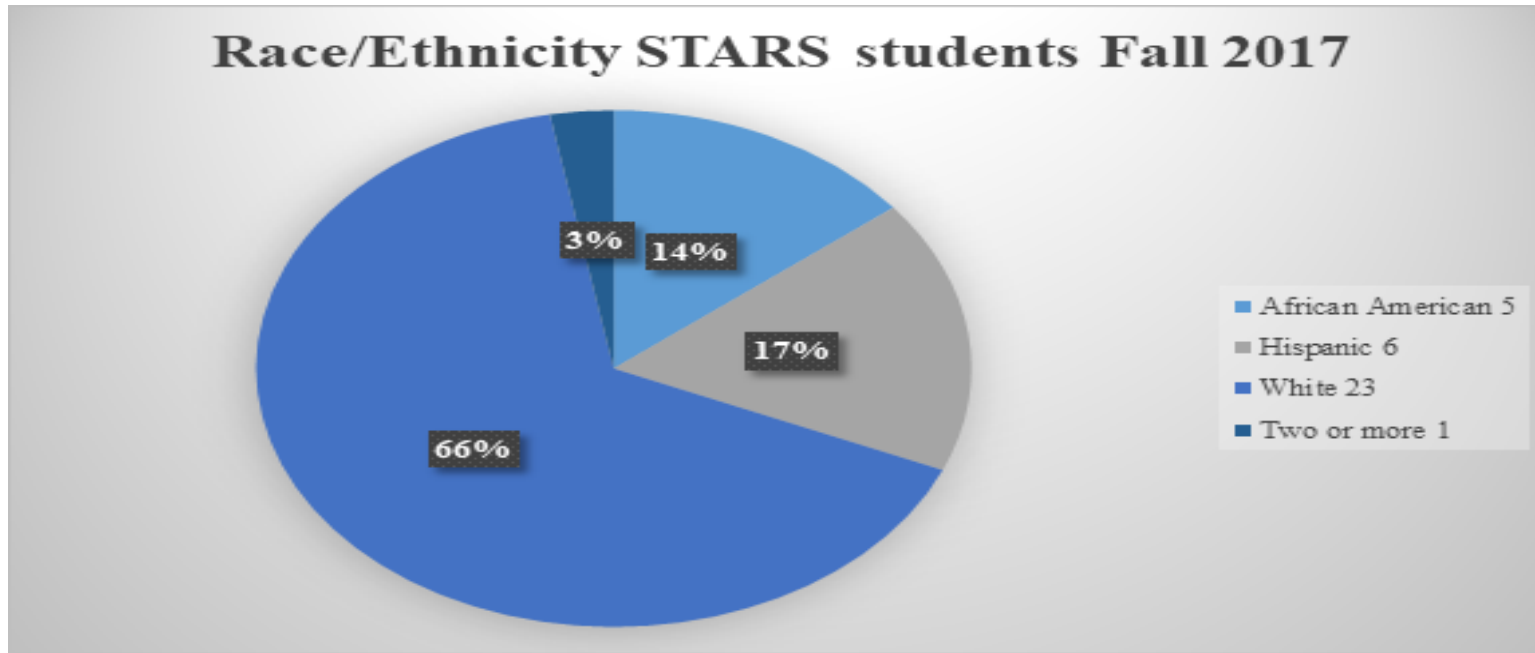
Race/Ethnicity of Compass Academy STARS students (PEIMS Fall 2019):



Race/Ethnicity of Compass Academy STARS students (PEIMS Fall 2018):

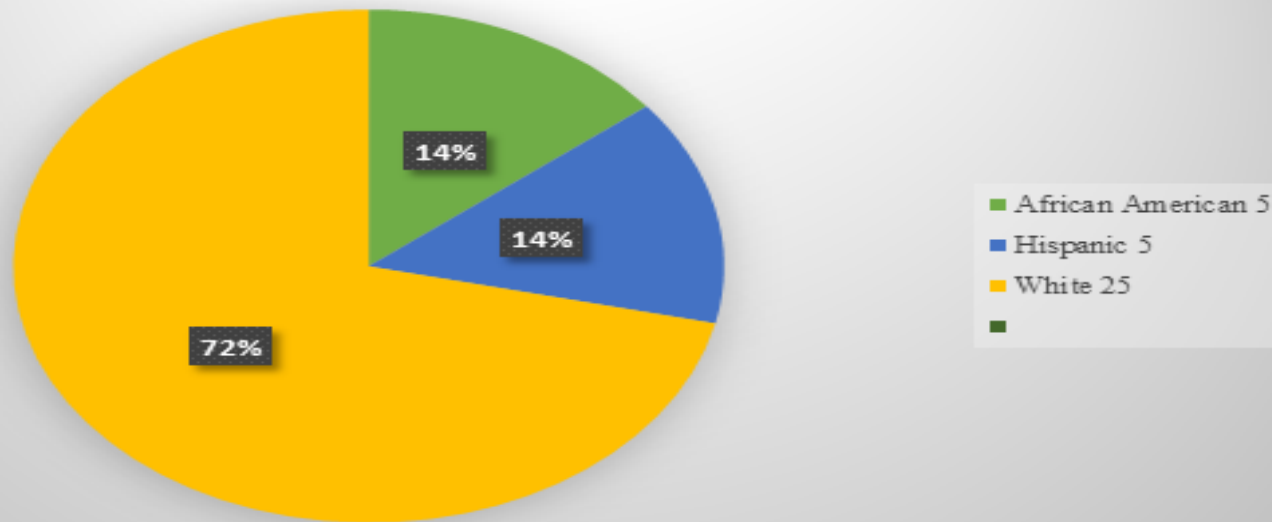


Race/Ethnicity of Compass Academy STARS students (PEIMS Fall 2017):



Race/Ethnicity of Compass Academy STARS students (PEIMS Fall 2016)

Race/Ethnicity STARS students Fall 2016

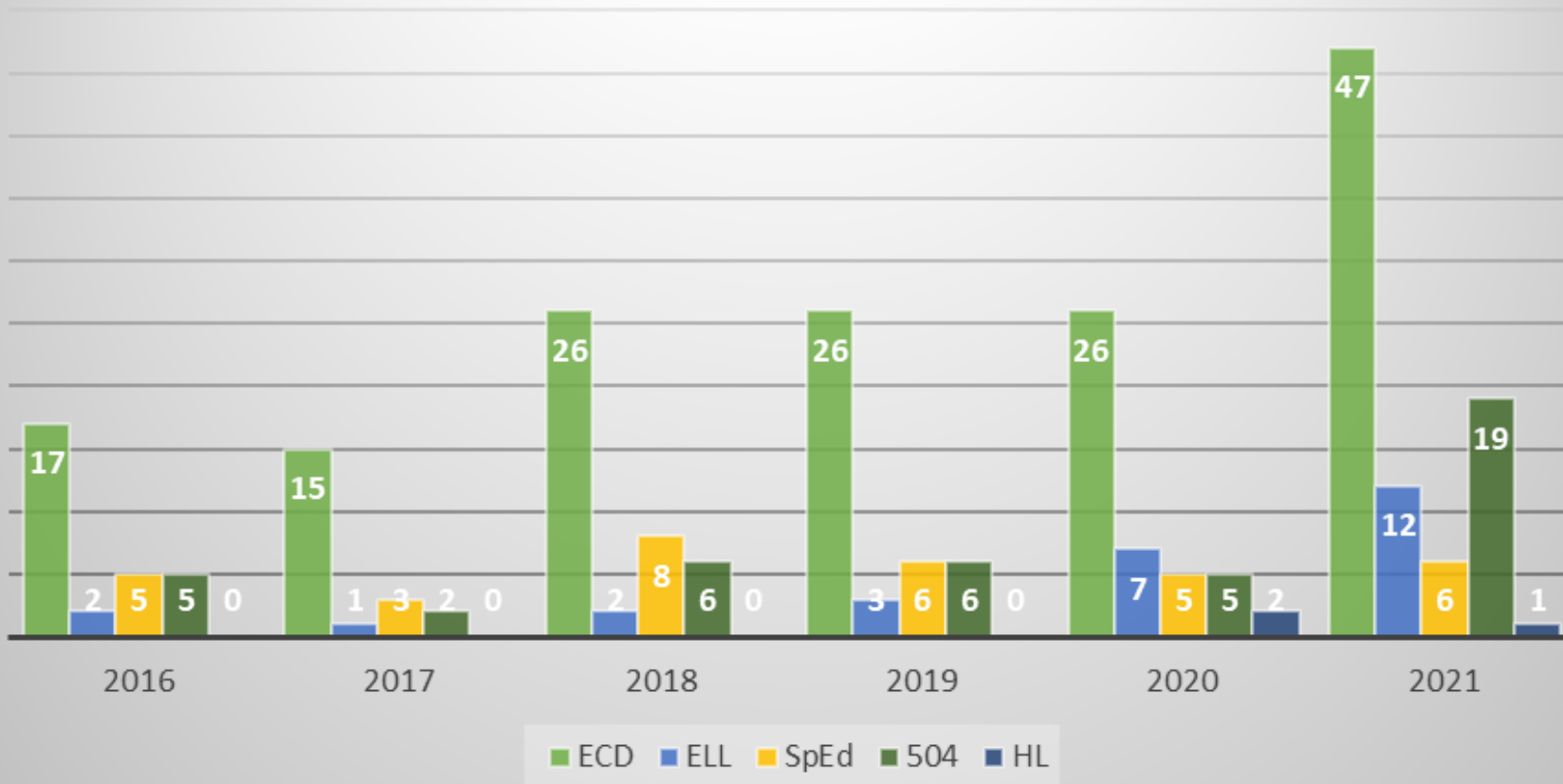


Over the past five years, not only has the student population grown, but it has also changed. African American and Hispanic student numbers have increased, while the white population has remained constant, which is consistent with the demographic changes districtwide.

With regard to the STARS population and demographics, a big issue is what data to use. If one uses only snapshot data, it is not a true representation of what the demographic is at the end of the school year. In order to ensure the most accurate data, both snapshot and end of the year data since 2017 are included, because that was the first year that the STARS program began their own graduation. It is evident that the program has grown since that time, as it was that year that students other than credit deficient were allowed to enroll in the program.

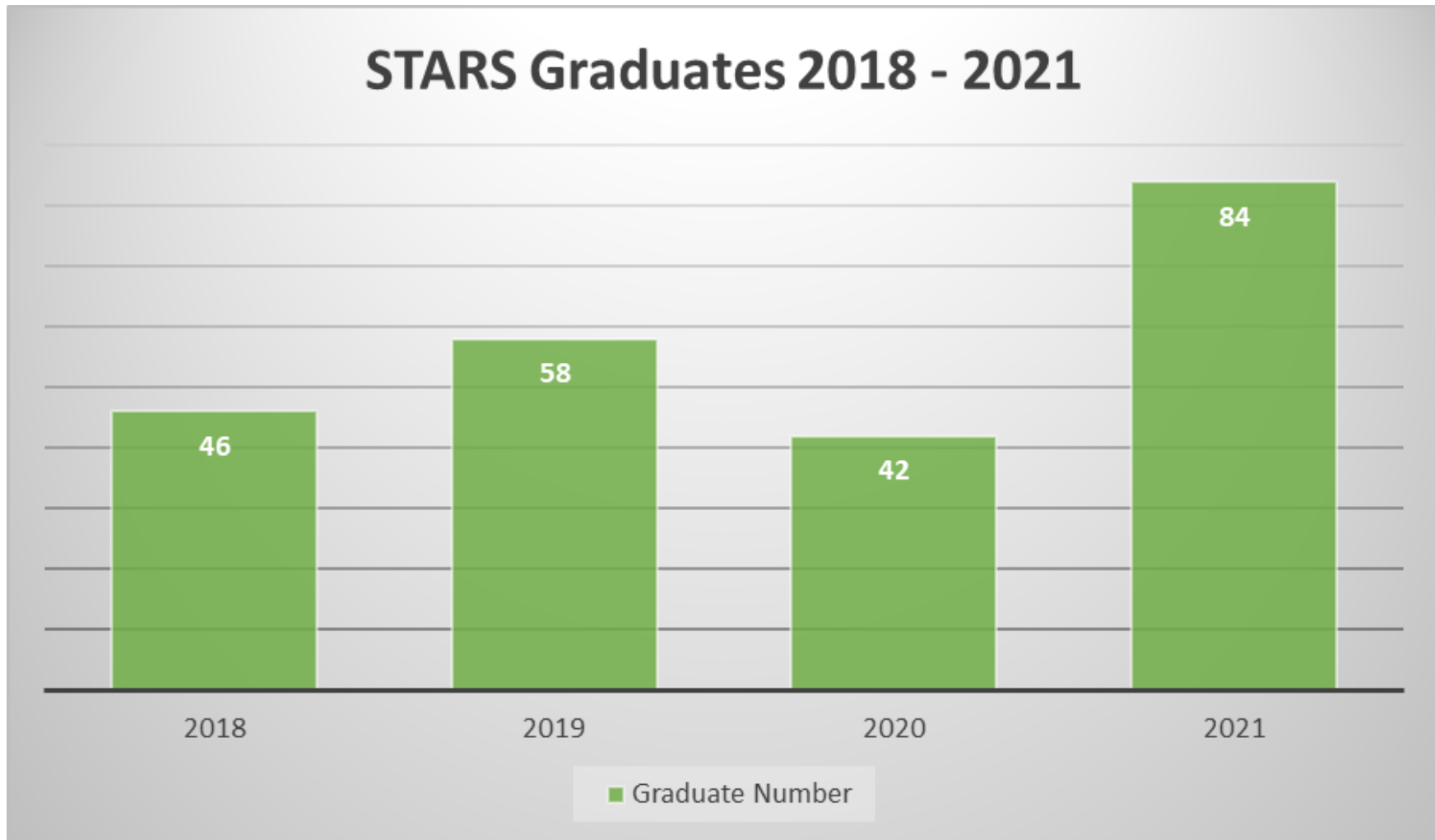
Student Groups of COMPASS Academy STARS students (PEIMS 2016 - 2021):

STARS Student Groups 2016 - 2021



Looking at the student group population, for the most part, it is just getting larger. LEP, 504, and special education numbers increased proportionately as numbers increased overall.

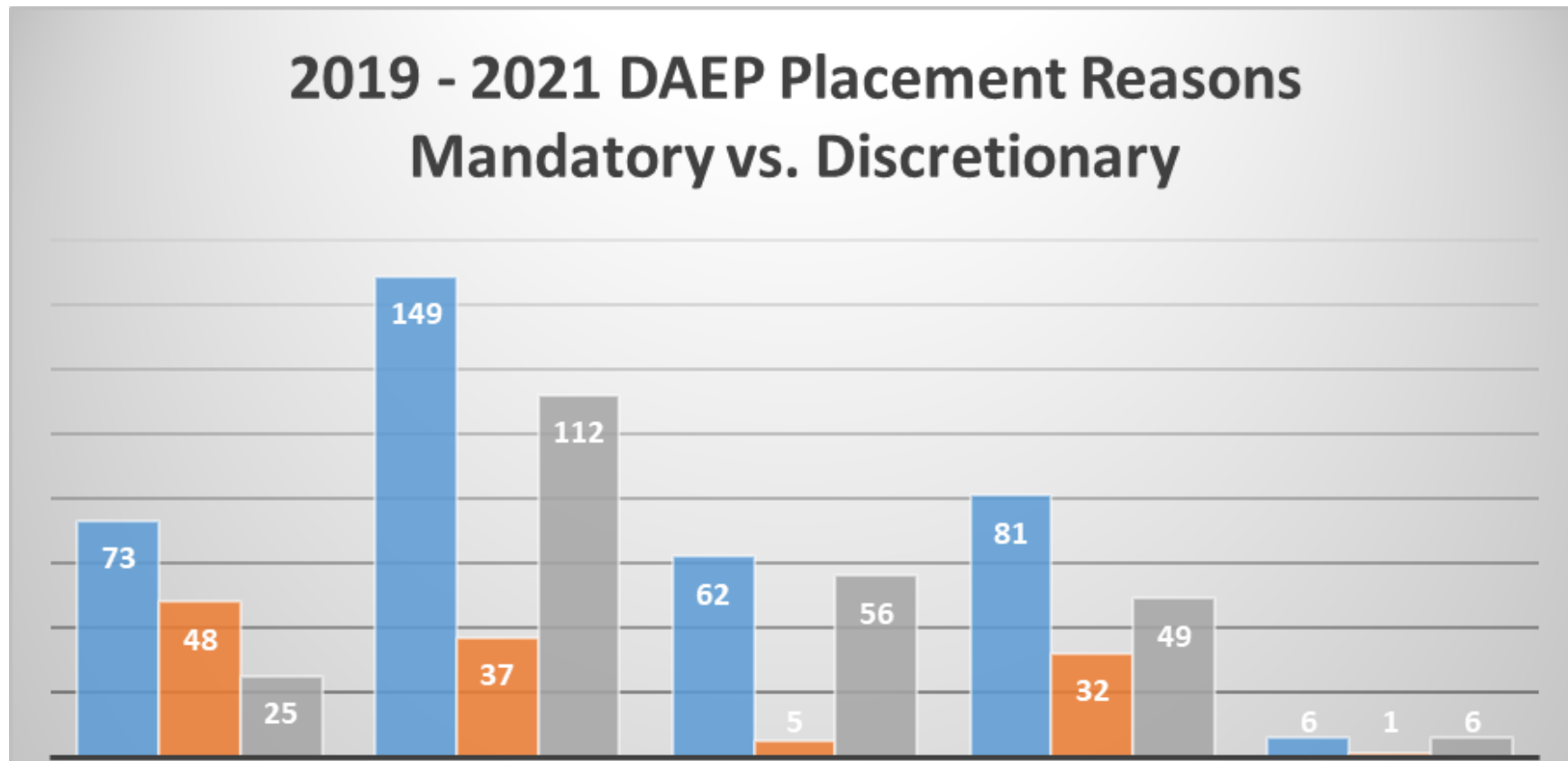
Compass Academy's STARS program is growing. The following graph represents the number of graduates under the current administration from 2018 - 2021.



With regards to the other half of Compass students, DAEP numbers are indicative of a growing and demographically changing district.

DAEP Placement Data for 2020 – 2021:

The graph below represents the total number of DAEP students placed for the last two years and the type of placement received. Also added is the breakdown of placement by the school with the type of placement. Historically the number of mandatory placements outweigh discretionary placements, but the discretionary placements in 2020 - 2021 outweighed that of mandatory placements. Discretionary placements for vaping (tobacco) and fighting were the two main causes of this.



2019-2020

2020-2021

CMS 2021

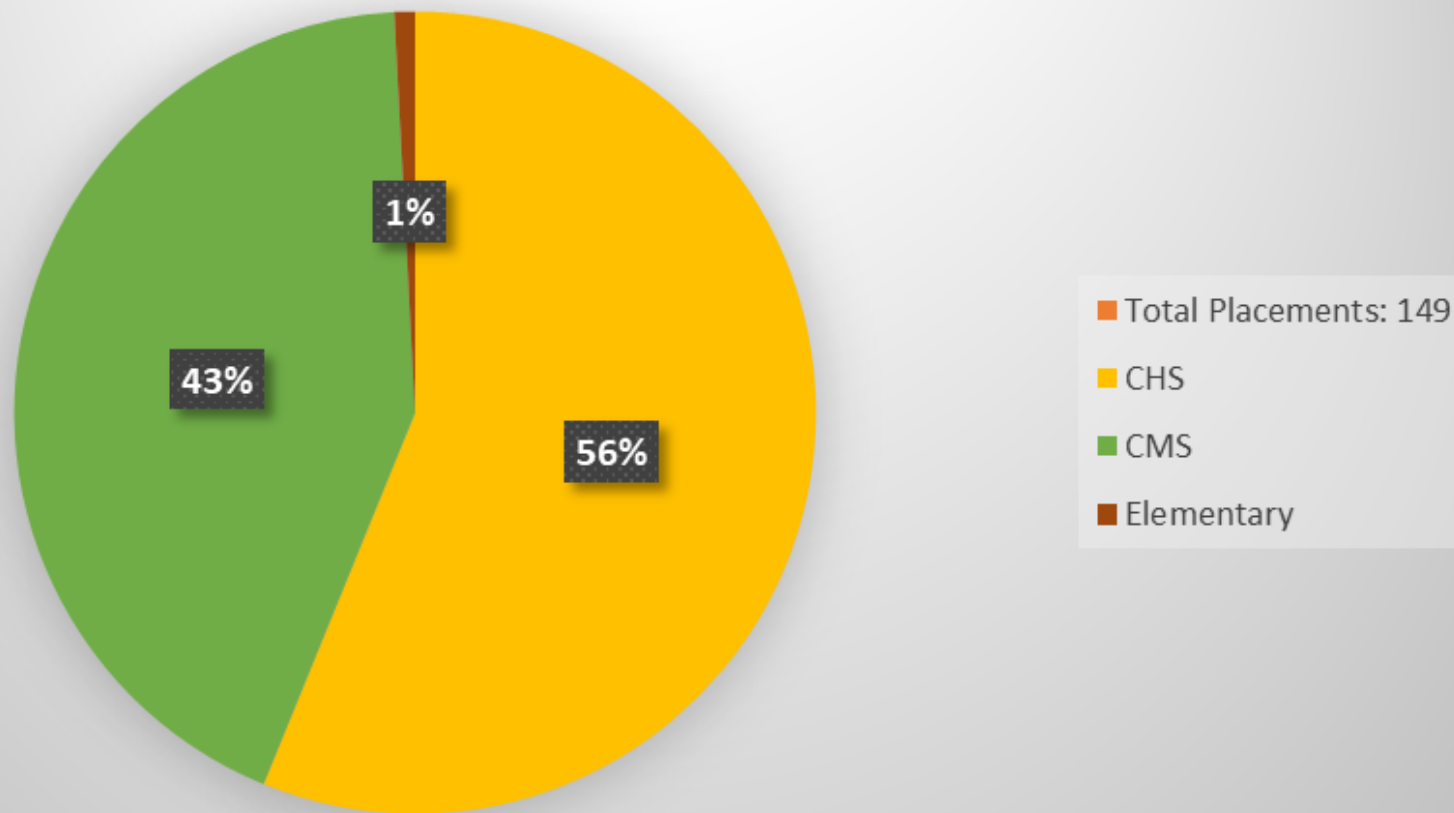
CHS 2021

ELEMENTARY 2021

■ Total Placements ■ Mandatory ■ Discretionary

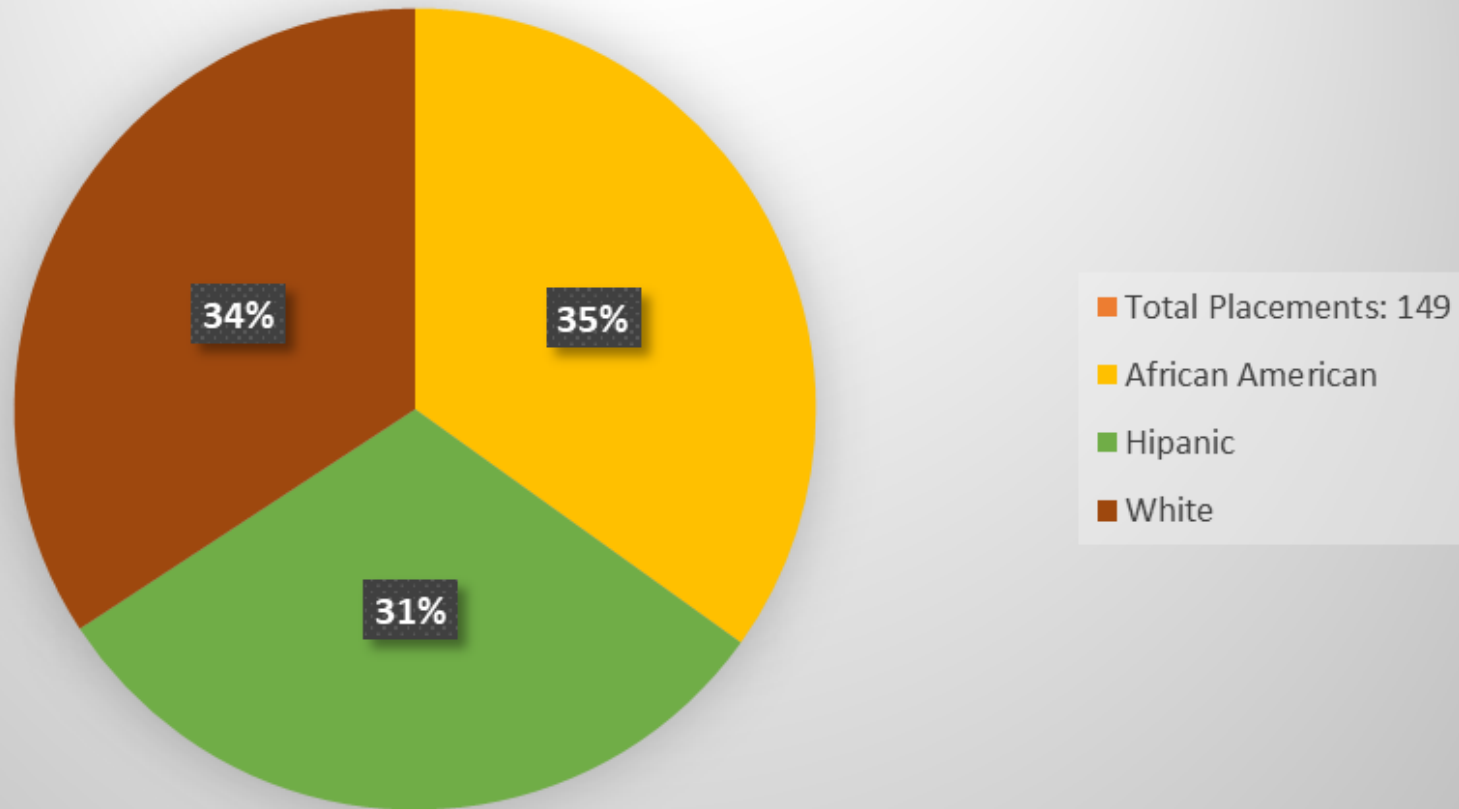
The following graphy shows the total number of placements in 2020 - 2021 along with the corresponding schools. Of the 149 placements, CHS sent 81 students, CMS sent 62, and the elementary campuses sent 6.

2020 - 2021 DAEP Placement Data Schools

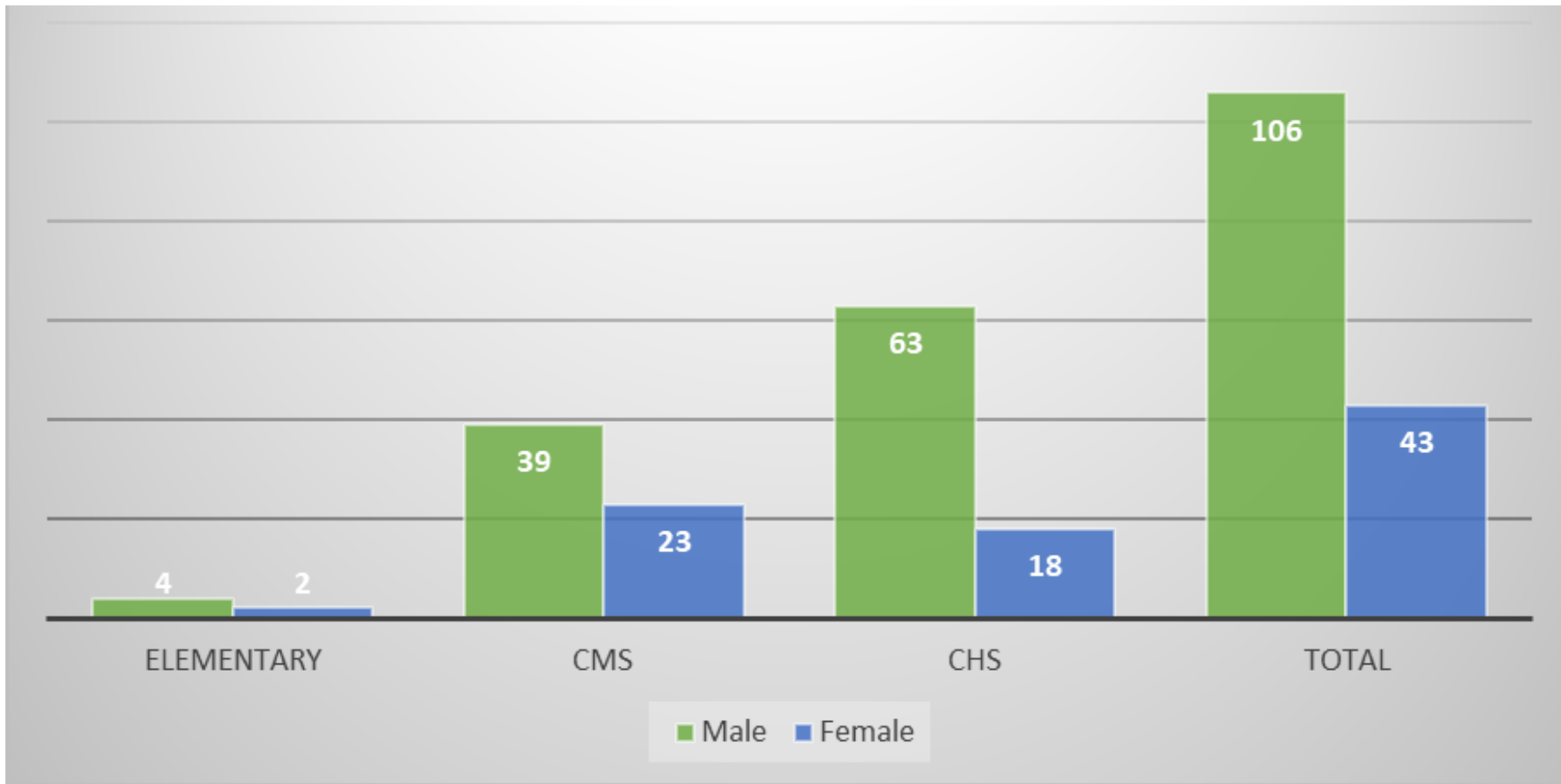


The following two graphs represent the population sent with regards to race and sex.

2020-2021 DAEP Placement Demographics



2020 2021 DAEP Male vs. Female

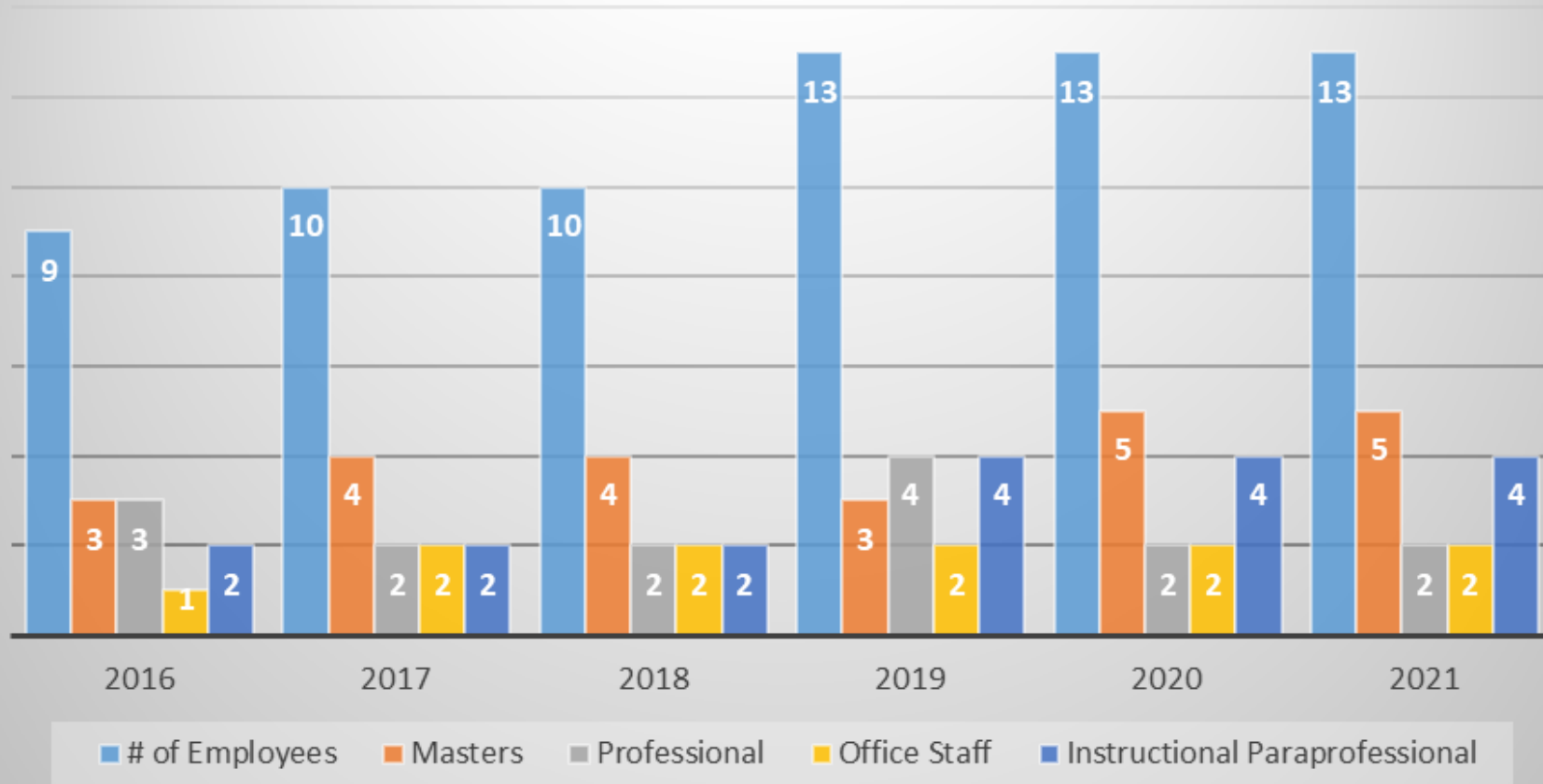


While students who attend DAEP are successful in finishing their placements and returning to their home campuses, the data for the past three years show us that there is a recidivism problem both in elementary and secondary schools. Something is needed at the home campus to help the student alter their behavior and assist them in making better choices upon their return.

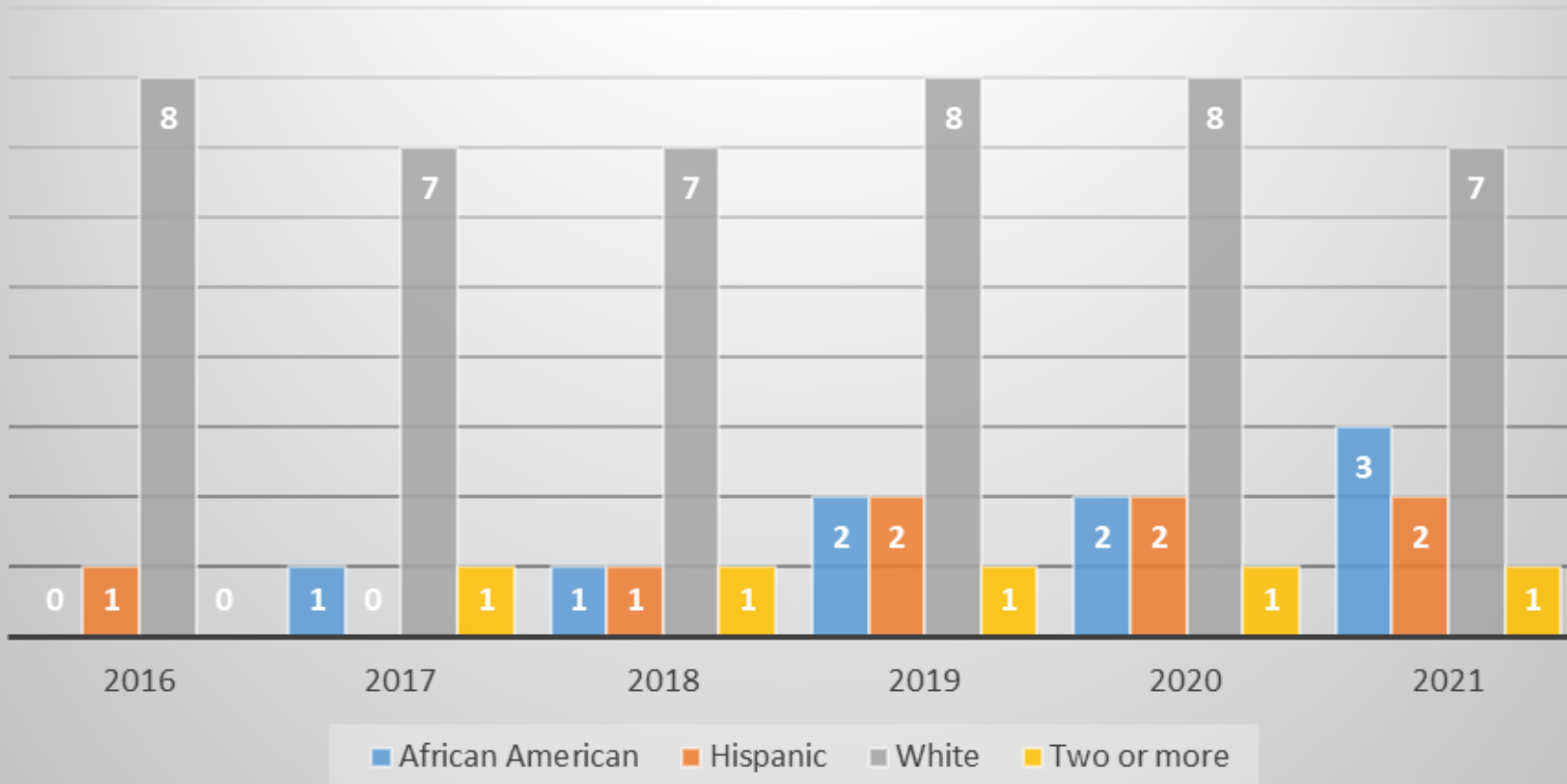
Staff data has changed as Compass has changed, but the most difference occurred in 2019 – 2020 as one certified and two instructional paraprofessionals were gained. Below is information regarding staff data from 2016 – 2021. Additionally, not only has the number of staff members increased, the staff demographic has changed drastically. In 2016 – 2017, the staff was 87.5% white, and 12.5% Hispanic. Currently, in 2021 - 2022, the staff is 54% white, 15% Hispanic, 23% African American, and 8% two or more.

Compass Staff Data for 2016 – 2021:

2016 ~ 2021 Staff Breakdown



2016 - 2021 Staff Demographics



Crandall is a bedroom community that can be described as a rural suburb. Due to many different factors, there are not many businesses currently in Crandall itself, making much of the tax base from rooftops. The town is growing rapidly in two or three communities where homes are being built quickly. The Spanish-speaking student population is increasing, as well as the number of students with disabilities.

Demographics Strengths

Compass Academy's level of success can be determined by looking toward the number of students who transfer to the STARS program and graduate. Many of the students with which we serve are not only at-risk but are also often burdened with other obstacles stemming from their lives beyond school. Other students

have holes in their education, causing them to fall behind in not only their understanding of the curriculum but in credits as well. If asked, the majority of these students would say that in the past they have had limited academic success, and the inability to pass state tests has left them daunted about the possibility of graduating. Challenging students are also often drawn to the STARS program or are placed in DAEP. The staff at Compass are relational and have the capacity to work with even the most difficult of students.

Due to the fact that the STARS program is a smaller, more structured environment with qualified teachers; most students gain confidence academically and emotionally because they are afforded the opportunity to work both one-on-one and in small groups in the courses where they are deficient. There have been students who have transferred needing to pass all five of the STAAR EOC tests and done just that. Compass has had students in the past years that have met course requirements but fallen short of passing their EOCs. Due to HB 999, any student who had not met course requirements in 2021 was eligible for Individual Graduation Committee regardless of passing three out of the five EOC exams, therefore; currently, we do not have any returning students from previous years who had not passed.

While students who attend DAEP are successful in finishing their placements and returning to their home campuses, the data for the past years shows us that there is a recidivism problem both in elementary and secondary schools. Something is needed on the home campus to help the student alter their behavior and assist them in making better choices once they leave DAEP and return to their home campus.

Our strengths can be surmised as the following: flexible, astute at identifying needs and creating ways to address them, individualized assistance, relationship-based, providers of hope and opportunity, and graduation success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Edgenuity program has limited science and elective courses for STARS students, as well as limited endorsement options. **Root Cause:** Access to additional Edgenuity courses require additional purchase rights.

Problem Statement 2 (Prioritized): Students accepted into the STARS program often have needs beyond our capacity **Root Cause:** No academic qualifications to be accepted

Problem Statement 3 (Prioritized): DAEP attendance, grades, and coursework **Root Cause:** Attendance errors, home campus grades not submitted, courses not in Edgenuity are hard to manage if home campus is not willing

Student Learning

Student Learning Summary

Student Achievement Outcomes and Performance

STARS - Testing data is done a little bit differently at Compass Academy. Due to not having the same student population from one year to the next, the only domain rating we can do is student achievement. Another noteworthy thing is that we have a smaller number at snapshot than we do at the end of the year, so even though we help many students pass the test in the spring; they do not count toward our accountability.

An overall view of student achievement is that historically Compass STARS students test well in algebra 1, biology, and US history, but are not as successful in English I or English II. When students enter the STARS program, they have often taken all of their EOC exams with the exception of US history. In some circumstances, a student may have taken an English I EOC, for example, six times unsuccessfully – if they took advantage of every testing opportunity afforded to them. With limited testing success, Compass teachers frequently spend additional time encouraging/building up/convincing students that they are capable of passing the standardized test along with focusing on the material that is tested. Compass teachers have had success getting students to pass the tests but would like to have higher passing rates.

DAEP - Historically speaking, students who have served a placement in DAEP often score lower than students who do not serve a placement. However, it could be that some of those students may have scored poorly anyway, due to classroom disruptions, behaviors, and problems outside of the classroom. Students served at DAEP who are enrolled in tested subjects are provided with additional tutoring in those areas when applicable. Some students have scored higher on their standardized tests because receiving tutoring in a smaller more structured environment was beneficial to them.

With regards to other testing, STARS students take the TSI while at Compass Academy. Most students do well on the writing and essay portion the first time around and are able to pass math and reading after they are tutored. The ‘does not meet’ student group seems to be the ESL students. Strategies need to be put into place to help them acquire language acquisition skills. We have tried numerous strategies to aid them, but when it comes to content-specific vocabulary, they seem to really struggle.

Because Compass is a smaller campus, we are able to target students not passing in each subject very fluidly, however; historically we have had difficulty with the ESL population & various interventions are implemented in order to ensure success on the STAAR. We are struggling to find the interventions that truly work.

Generally speaking, STARS students seem to score better on the STAAR test than on the district benchmarks except for a few outliers. We examined the outliers and determined that their success on benchmarks in relation to state tests could be an anxiety about STAAR or an academic dishonesty situation.

Achievement rates of special education students are poor and often the students are ARD’ed out of testing after three attempts to pass. After breaking down various case studies, it seems more likely that the students are suffering from learned helplessness rather than cognitive ability. Social-emotional support for special education students needs to begin at the elementary level so that they don’t “give up” later in their academic career. They know that if they fail, their failure will be “fixed” by the system.

504 students appear to be more successful on formal assessments than their special education peers. They still have to pass the tests in order to move on to the next grade, so maybe psychologically they try harder because they do not have a “crutch” to depend on. While the 504 student doesn’t always pass it the first

time, nine times out of ten they can pass it after targeted tutoring.

Compass' ESL students are often unsuccessful and there are not a lot of supports or interventions that work for them. Methods tried in the past have proven to be unsuccessful, and interventions seem to be limited as a whole.

Interventions and the RTI process are often used at Compass Academy and have proven to be successful with the exception of the LEP students. Student interventions are text-to-speech, oral administration, and extra time. The procedures are effective and referrals are timely.

Most committee decisions with regard to students are appropriate, but our ESL population is indeed suffering. They need help assimilating and acquiring the language and vocabulary to pass the state assessments. Additionally many need help with understanding and valuing the importance of education and how it can improve the quality of their lives.

Because of the population of STARS being the third year of high school, most students who need RTI have already been identified. There are exceptions to the rule, but it is a rarity for us to need to go through the initial identification process. With that being said, our staff has gone through the referral process several times for students who have served placements in DAEP, and more often than not, after the evaluation is completed; the student was identified as special education, emotionally disturbed, or 504.

We often have students who were unsuccessful at high school due to high absenteeism. Compass has a process in place to deal with such students, but occasionally there is that student or two that just will not come to school. In these situations, we do our best to partner with the parents or find a more viable solution for them.

Student Learning Strengths

STARS - students who come to Compass Academy to enroll in the STARS program have often had limited success with regards to academics. In the last four years, the campus has seen many students who thrive in the environment due to the relationships formed between teacher and student, along with individualized instruction and tutorials that we are able to provide. In many cases, it takes much more than tutoring to help the students we serve. It takes time, repeated encouragement, small successes, and extreme patience. STARS students are often resilient, open to time and help, and more intelligent than they believe.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores for some STARS students need to increase in order to meet graduation requirements. **Root Cause:** holes in their learning, inability to understand content specific language, and essay writing

Problem Statement 2: English language learners are in need of assistance to help them pass the STAAR EOC exams. **Root Cause:** Subject specific vocabulary, language acquisition, and life priorities.

Problem Statement 3: Student accountability to own their own learning **Root Cause:** The culture created for them has been primarily adult driven

School Processes & Programs

School Processes & Programs Summary

Processes and programs:

Compass Academy's personnel exist of the following:

Office Staff

Principal/Administrator

Intervention Specialist

Administrative Assistant

PEIMS Clerk

Teaching Staff

English Teacher

Math Teacher (serves as a lead teacher)

Science Teacher

Social Studies Teacher (Spanish)

Special Education Teacher

Instructional Paraprofessionals

3 Instructional paraprofessionals with varying specialties

1 Instructional bilingual paraprofessional

The faculty and staff of Compass Academy are recruited a bit differently than that of a general education campus. The students served are often students with behavior issues, at-risk of not graduating, and have experienced minimal educational success, therefore; there are certain qualities that make some applicants better candidates than others. The leadership of Compass values faculty and staff members who are flexible, patient, fair, imperturbable, team-oriented, understanding, and genuine. Additionally, candidates should possess basic computer skills and have the ability to grasp the concepts of the online course program used quickly.

The teachers at Compass Academy are evaluated by the T-TESS system, and although the teachers do not directly teach daily per se, they do get to direct teach

when tutoring students for the STAAR test and sometimes are afforded the privilege to direct teach on the DAEP side to assist with a lesson in google classroom. Due to the fact that the teachers assist students while they work in the online learning program Edgenuity, and do not write lesson plans or direct teach daily, completing walkthrough forms are often difficult even though leadership is in the classroom frequently. Formal observations, however, can be completed without issue but would benefit from some verbiage that fits specifically with the job tasks required at Compass.

Instructional paraprofessionals are assessed through an evaluation tool that was provided by CISD. The form was tweaked somewhat to better fit what the paras do on a daily basis. Of the instructional paraprofessionals at Compass, each one seems to have a specific skill set that is brought forth to create an amazing team.

The office staff at Compass are assessed through evaluation tools provided by CISD. Their evaluations are specific to the job they do in their position. The PEIMS clerk has a set of expectations that only that position holds, as does the administrative assistant.

With regard to professional practices, professional development is planned and designed for the current needs of the campus. As mentioned before, due to the students served; it is often necessary to collaborate and brainstorm a new procedure to better serve a specific group of students housed at the time. The leadership team at Compass for the past four years has consisted of the principal, the intervention specialist, and the lead teacher, during this school year; however, two teachers both working on their administrator masters were added. All five members of the leadership team have or are working on classes to be administrators. Two of them completed the program, but never took the test. Additionally, the lead teacher meets with the teachers and instructional paras every Thursday to assist with issues arising on either side of campus, and the campus meets bi-weekly on Wednesday for Faculty meetings.

Compass Academy does provide individualized educational services for each student. The curriculum the STARS students follow is determined by their graduation plan and/or endorsement of choice. State standards are followed as detailed in the graduation requirements, and student needs such as 504, special education, and behavioral issues can be addressed through the Edgenuity program. Students who are English Language Learners are provided for, however, there needs to be more done for them. Edgenuity does not have accommodations for LEP students.

Students who graduate from Compass can graduate with an endorsement and be distinguished graduates. The endorsements that students can currently earn are multi-disciplinary, business management, and arts and humanities. There are more courses that are offered by Edgenuity which would allow larger endorsement opportunities that are able to be purchased based on current enrollment. There are also programs that can be bought through CTE that would allow students to graduate with a certification, such as graphic design or HVAC.

Students receive information and assistance for college, career, and military guidance. Each student will be assisted with creating a FASFA account this year, and there will be a parent night that provides guidance for the parent to finish the process. As students enter the program, TSI testing will be completed to determine student needs and create a baseline of their knowledge. Military counseling and opportunities to contact the local recruiting branch are provided by the staff at Compass Academy who has contacts within each branch of service. The ASVAB is given at CHS every year and STARS students are able to test there, however, we would like for every STARS student to have the opportunity to take the ASVAB on their own campus.

Technology is integrated into learning daily due to the use of the Edgenuity program. Conditions for learning are flexible and instructional time is streamlined because students are in charge of their own learning. Teachers are present to assist, guide, and encourage students as they work. Grouping structures for STARS and DAEP are often changed based upon the cluster of students at the time. Flexibility in grouping allows for tutoring to occur and impacts student disruptions and opportunities for students to be off-task.

Classroom management is extremely important to the success of Compass Academy. Structure and procedures must be in place for the school to function at an

optimal level. Because Compass does house the discipline center, members of the faculty and staff need to know and understand how to manage difficult students. Many students with behavior issues flourish due to the structure and smaller environment.

School Processes & Programs Strengths

Compass Academy is a small cohesive campus, and our strengths lie in the fact that we can collaborate often on the status of the campus. If something is not working, we can take steps to alter our plan in order to fix it. We are inventive and insightful and use our varying personal strengths for the betterment of the campus.

The processes and programs that we have in place are ones that we have honed over the last four years. They provide a structure that we can adjust based upon the needs of the students at the time. The Compass Academy staff is flexible and although we have an alternative type of situation, the staff genuinely enjoys the job and will do whatever it takes to make students successful.

Perceptions

Perceptions Summary

The STARS program attendance has traditionally been an issue that we have to stay on top of as a campus. We often acquire students from high school with serious attendance issues, and it is up to us to try to get them to come to school. Although we do have processes in place, attendance historically has been an issue. Returning to a regular school day post-COVID, has posed a problem for students who would rather stay at home and work.

Due to DAEP being the discipline center and the fact that the student has to be 'in a seat' for the number of days issued, student attendance is good for the majority of students. As per usual, however; there are exceptions to the rule who just do not come to school. In those cases, a 45-day placement may take a whole semester, and then the student is denied credit for any work that they did complete.

In the past, the student population of STARS were often students with behavior issues, limited academic successes, or attendance issues. The population of students has changed, however, and Compass has some high achieving students.

When a student enters the STARS program, they are paired by personality with a teacher mentor. Their mentor does activities with them throughout their time to help them find their ideal career, make decisions with regards to their career, assists them with creating accounts for FASFA, Apply Texas, or whatever direction they choose to pursue. The goal that we have for our STARS is to have a purpose and a direction for each student when they graduate and enter the real world. We design real-life activities for them so that they understand the processes for buying a car, getting a job, filing taxes, and many other things. Additionally, each student is required to take financial math, which is a math course that is real-world applicable math - budgeting, finance, savings, etc...

In the last four years, our turnover has been minimal. We have had two retire, one become a certified teacher and transferred to an elementary campus, four moves, one decide to stay home with her baby, and one who returned to a job that she had been furloughed from. We currently have two new paraprofessionals and one new teacher this year.

When a new person is added to the Compass Academy staff, he/she has a mentor for that calendar year. Any staff development the staff wants to attend are highly encouraged, and often the staff collaborates to have a voice in what kind of training is needed. The staff at Compass is always willing to share knowledge and it is not limited to a small scope of people. Everyone has a role or part on the campus and the roles are determined based on the individual's strengths or areas with which they would like to be challenged or grow.

When speaking of parent engagement, we aspire to over-communicate. It is an expectation to involve the parent in their student's academic experience. Each Friday, every staff member writes a report that is sent to their mentees' parents/guardians' sharing their progress, or lack thereof, for the week. It is an expectation to let them know both the good and the bad, but in order to share the bad; there must be a relationship that allows them to do so. If the parent is not aware of what is going on at school, then we cannot expect any support from them.

Effective safety protocols are in place. Staff members and students feel safe, as each student is checked in personally every day. The administration is often a few steps, a walkie-talkie, or a phone call away.

Staff members are heard and allowed to offer suggestions to improve the quality of our campus. Because of our changing student population on the DAEP side, we often have to shift gears and put new protocols in place based on the current population. One thing that is asked of the staff is that every problem must be presented with a plausible solution, otherwise, it is just complaining.

Perceptions Strengths

The staff at Compass Academy are flexible and able to readjust and change directions with ease. This is due to the changing students in both the DAEP program and the STARS program. In the past four years, we have had our share of different student populations, and we have found an alternative way to allow them to be successful every time.

We can identify the needs of our students, even when they do not recognize themselves what their needs are. Our program is individualized, and we can create a program for each that addresses the deficiencies he/she has. We provide acceptance and understanding for our STARS and DAEP students and while they are with us try to fill in their gaps in learning, along with their social-emotional well-being. We try to instill in our DAEP students that every student makes mistakes, is not defined by them, and can use the mistake to make themselves better.

The best part about the Compass staff is the ability to create positive relationships with students. Our culture is built on relationships with students and with each other. We are here to provide direction, guidance, security, understanding, and so much more. Each student has a story, and we want that story to end in graduation with their own personal plan for the future.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance for a percentage of students **Root Cause:** Priorities do not include receiving an education

Priority Problem Statements

Problem Statement 1: Edgenuity program has limited science and elective courses for STARS students, as well as limited endorsement options.

Root Cause 1: Access to additional Edgenuity courses require additional purchase rights.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students accepted into the STARS program often have needs beyond our capacity

Root Cause 2: No academic qualifications to be accepted

Problem Statement 2 Areas: Demographics

Problem Statement 3: DAEP attendance, grades, and coursework

Root Cause 3: Attendance errors, home campus grades not submitted, courses not in Edgenuity are hard to manage if home campus is not willing

Problem Statement 3 Areas: Demographics

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 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Other additional data






Goals

Revised/Approved: December 2, 2021

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: DAEP will align instruction with the assigning home campus when a student receives a placement.

Evaluation Data Sources: Student Grades
STAAR/EOC scores
CISD benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing google classroom and curriculum guides, the DAEP teacher will be able to see the current lesson from the home campus and be able to reteach, remediate, and tutor for student learning.</p> <p>Strategy's Expected Result/Impact: Lesson the student impact of a disciplinary placement due to not receiving home campus instruction.</p> <p>Staff Responsible for Monitoring: All instructional staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: STARS students will have additional opportunities to earn endorsements through Edgenuity and will be post-secondary ready.






Evaluation Data Sources: Student Grades

STAAR/EOC scores

CISD Benchmarks

TSI scores

SAT/ACT/ASVAB scores






Strategy 1 Details	Reviews			
<p>Strategy 1: Explore Edgenuity offers additional endorsement tracks that can be purchased by enrollment.</p> <p>Strategy's Expected Result/Impact: Additional endorsement tracks will help students to be ready for life after high school, and provide more high level courses. The endorsements currently offered through do not include specific science courses necessary to fulfill several different endorsements.</p> <p>Staff Responsible for Monitoring: All teaching staff and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Using past testing data, students in each program will be provided STAAR remediation and tutorials in subjects where they have historically struggled.

Targeted or ESF High Priority







Evaluation Data Sources: STAAR and STAAR EOC data
TSI testing reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 90(+)% of STARS students will achieve meets expectations on their STAAR EOC tests in winter and spring. 80(+)% of students who served placements in DAEP will meet expectations on their spring STAAR and STAAR EOC tests in the spring.</p> <p>Strategy's Expected Result/Impact: Teachers will target student deficiencies by disaggregating past data to help students fill gaps in their learning.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 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
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Explore ways that allow STARS students more opportunities to complete CTE programs by adding additional courses through Edgenuity and providing various certifications upon graduation.

Evaluation Data Sources: STARS student endorsement audits done during orientation to the program.
 Post-secondary goal setting during first week at STARS.
 Complete various career assessments to determine the right path for each student.
 TSI test students upon entry to STARS to assess student strengths and weaknesses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Post-secondary planning and activities designed for students entering the STARS program.</p> <p>Strategy's Expected Result/Impact: Determine student's direction in life and allow for growth and research in that area. Assist student by helping them plan and meet the criteria necessary for their future goals.</p> <p>Staff Responsible for Monitoring: Instructional staff and campus leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: TSI test each student upon exit of the STARS program if the student has not taken and passed it previously.</p> <p>Strategy's Expected Result/Impact: Helping students pass the TSI while they are still in high school and still know that concepts. Allows for acceptance into junior college. Provides data for teachers to accurately address students' strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: Instructional Staff and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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: All students will graduate from STARS with college, career, and military readiness (CCMR) skills.

Evaluation Data Sources: Four year cohort graduation rates

AP, SAT, and ACT scores






TSI passing rates

Military Acceptance

CTE certifications

College predatory classes






College Application Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration collaborates with Director of College and Career Readiness to develop individual plans to acquire the CCMR skill.</p> <p>Strategy's Expected Result/Impact: 100% of Compass students will achieve a CCMR point before graduating.</p> <p>Staff Responsible for Monitoring: Campus Administration, Director of College and Career Readiness, Compass Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 learner to be a lifelong learner and productive citizen.

Performance Objective 6: Offer strong educational programs by equipping students with tools and support to prepare each student to be a productive member of society.






Evaluation Data Sources: Surveys to follow up on student plans.

Strategy 1 Details	Reviews			
<p>Strategy 1: Spend time developing personal graduation plans that include one year after graduation. Strategy's Expected Result/Impact: Successful implementation of personal graduation plans. Staff Responsible for Monitoring: Compass Staff and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 1: Administration will survey and provide professional development that aids the staff with varying needs.

Evaluation Data Sources: Staff needs/challenges surveys/discussions

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide timely and relevant professional development that ensures the success of the staff through intentional planning.</p> <p>Strategy's Expected Result/Impact: Cultivate staff culture by listening to their needs and planning relevant trainings that help them. Staff members who are valued are more productive.</p> <p>Staff Responsible for Monitoring: Administration and campus leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, 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: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 2: All staff will be trained in the importance of students graduating from STARS with college, career, and military readiness (CCMR) skills.

HB3 Goal

Evaluation Data Sources: Four year cohort graduation rates

AP, SAT, and ACT scores






TSI passing rates

Military Acceptance

CTE certifications

College predatory classes






College Application Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: The Director of College and Career Readiness will train the staff on the CCMR skills required from seniors to graduate from high school.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 3: The campus will assist teachers in integrating social emotional learning concepts throughout the curriculum to improve communication and problem solving skills of our students.

Evaluation Data Sources: Analysis of student, teacher, and parent surveys
 Decrease in outcries across the district
 Decrease in numbers of fights
 Mediation sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Seven Mindsets program in both programs at Compass Academy to address social emotional learning and restorative practices concepts..</p> <p>Strategy's Expected Result/Impact: Assist with student social emotional growth and confidence. Restore relationships and help resolve conflicts in a positive manner.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, 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 4: Offer strong educational programs by equipping staff with tools and support to prepare each student to be a productive member of society.

Strategy 1 Details	Reviews			
<p>Strategy 1: Request staff development from directors to present to faculty and staff based on research based practices on instructional strategies for students at risk.</p> <p>Strategy's Expected Result/Impact: Increase campus common knowledge of instructional practices</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 1: We will maintain DAEP intake/outtake procedures and STARS students arrival/departure procedures to provide a structured environment.






- Evaluation Data Sources:** Daily intake/outtake logs for DAEP
 Daily arrival/departure logs for STARS
 Processes for how students enter and exit the building
 Drill logs (fire, weather, lock down etc..)
 Hallway, restroom, lunch procedures
 Security walks each hour

Strategy 1 Details	Reviews			
<p>Strategy 1: During STARS orientation and DAEP intake, parents and students will be trained in arrival and dismissal procedures to promote school safety.</p> <p>Strategy's Expected Result/Impact: Keep programs separate for safety purposes in regards to contact tracing for COVID-19 and limited interactions between the two student populations.</p> <p>Staff Responsible for Monitoring: Administrators and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: We will utilize parent communication logs to promote the individual success of our students.






Evaluation Data Sources: Social media feeds
Stakeholder feedback
Change in public beliefs

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will monitor teacher parent communication for students and parents on a weekly basis. Strategy's Expected Result/Impact: Strengthened communication with staff and students. Staff Responsible for Monitoring: Administration team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Leadership will create a new document to balance the budget and collaborate with the administrative assistant when needed to be briefed on fiscal management.

- Evaluation Data Sources:** Find and share new budget procedures with Mrs. Merciers
 Document meeting times
 Hyper-analyze each PO to ensure every item needed is included
 Create and keep running inventory of necessary items
 Monitor what is bought closely
 Ask questions when uncertain

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and evaluate the spending of campus funds.</p> <p>Strategy's Expected Result/Impact: 85% of budget would be spent on instructional needs and health and safety protocol supplies necessary for campus use.</p> <p>Staff Responsible for Monitoring: Principal and administrative assistant.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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
CRANDALL COMPASS ACADEMY (129901002) - CRANDALL ISD**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	28
College, Career and Military Readiness	13
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 49.0%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	N/A
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	94%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 CRANDALL COMPASS ACADEMY (129901002) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	7	*		*	34	46	
Approaches GL or Above	2	*		*	25	31	67%
Meets GL or Above	0	*		*	7	8	17%
Masters GL	0	*		*	0	0	0%
Total Percentage Points							84%
Component Score							28

**Texas Education Agency
2021 STAAR Performance
CRANDALL COMPASS ACADEMY (129901002) - 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
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	67%	70%	55%	85%	-	-	-	*	59%	46%	46%	*	-	61%	78%
At Meets GL Standard or Above	17%	0%	30%	15%	-	-	-	*	21%	23%	23%	*	-	11%	28%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	*	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	31	**	11	11	-	-	-	*	17	6	6	*	-	17	14
At Meets GL Standard or Above	8	**	6	2	-	-	-	*	6	3	3	*	-	3	5
At Masters GL Standard	0	**	0	0	-	-	-	*	0	0	0	*	-	0	0
Total Tests	46	**	20	13	-	-	-	*	29	13	13	*	-	28	18
Participation															
% participation 2018-19	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	94%	95%	94%	92%	-	-	-	*	95%	95%	95%	100%	-	95%	93%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	29%	*	20%	*	-	-	-	-	33%	*	*	*	-	20%	*
At Meets GL Standard or Above	0%	*	0%	*	-	-	-	-	0%	*	*	*	-	0%	*
At Masters GL Standard	0%	*	0%	*	-	-	-	-	0%	*	*	*	-	0%	*
Number of Tests															
At Approaches GL Standard or Above	2	*	1	*	-	-	-	-	2	*	*	*	-	1	*
At Meets GL Standard or Above	0	*	0	*	-	-	-	-	0	*	*	*	-	0	*
At Masters GL Standard	0	*	0	*	-	-	-	-	0	*	*	*	-	0	*
Total Tests	7	*	5	*	-	-	-	-	6	*	*	*	-	5	*
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	*	*	100%	-	100%	100%
% participation 2020-21	100%	*	100%	*	-	-	-	-	100%	100%	100%	*	-	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
At Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
At Masters GL Standard	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
Number of Tests															
At Approaches GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
At Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
At Masters GL Standard	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*

**Texas Education Agency
2021 STAAR Performance
CRANDALL COMPASS ACADEMY (129901002) - 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	*	*	*	-	-	-	-	-	*	*	*	-	-	-	*
Participation															
% participation 2018-19	*	*	-	*	-	-	-	-	*	-	-	-	-	*	*
% participation 2020-21	50%	*	*	*	-	-	-	-	63%	*	*	*	-	*	57%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
At Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
At Masters GL Standard	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
Number of Tests															
At Approaches GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
At Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
At Masters GL Standard	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
Total Tests	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*
Participation															
% participation 2018-19	100%	100%	*	*	-	-	-	-	100%	*	*	-	-	*	100%
% participation 2020-21	100%	*	*	-	-	-	-	-	*	*	*	*	-	*	*
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	74%	67%	62%	92%	-	-	-	*	63%	43%	43%	*	-	68%	83%
At Meets GL Standard or Above	21%	0%	38%	17%	-	-	-	*	26%	29%	29%	*	-	14%	33%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	*	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	25	**	8	11	-	-	-	*	12	3	3	*	-	15	10

**Texas Education Agency
2021 STAAR Performance
CRANDALL COMPASS ACADEMY (129901002) - 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	7	**	5	2	-	-	-	*	5	2	2	*	-	3	4
At Masters GL Standard	0	**	0	0	-	-	-	*	0	0	0	*	-	0	0
Total Tests	34	**	13	12	-	-	-	*	19	7	7	*	-	22	12
Participation															
% participation 2018-19	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	*	-	100%	100%

- Indicates there are no students in the group.

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

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

**Texas Education Agency
2021 College, Career, and Military Readiness
CRANDALL COMPASS ACADEMY (129901002) - CRANDALL ISD**

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	46	
Total credit for CCMR criteria	6	13%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	7%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	13%
Met TSI assessment criteria	6	13%
Met ACT criteria	0	0%
Met SAT criteria	1	2%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	7%
Met TSI assessment criteria	3	7%
Met ACT criteria	0	0%
Met SAT criteria	1	2%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	-	-
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	1	2%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	1	2%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	2	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

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

**Texas Education Agency
2021 Graduation Rate
CRANDALL COMPASS ACADEMY (129901002) - CRANDALL ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	97.9%	100.0%	100.0%	93.8%	-	-	-	*	100.0%	*	100.0%
# Graduated	46	18	**	15	-	-	-	*	34	*	10
Total in Class	47	18	**	16	-	-	-	*	34	*	10
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	97.4%	85.7%	100.0%	100.0%	-	*	-	-	96.3%	100.0%	*
# Graduated	37	6	**	24	-	*	-	-	26	5	*
Total in Class	38	7	**	24	-	*	-	-	27	5	*
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	*	100.0%
# Graduated	40	9	**	21	-	-	-	*	23	*	9
Total in Class	40	9	**	21	-	-	-	*	23	*	9
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	*	0.0%
% Dropped Out - Conversion	100.0%										
# Dropped Out	0	0	**	0	-	-	-	*	0	*	0
# of Students	50	19	**	20	-	-	-	*	35	*	9

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

- Indicates there are no students in the group.

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

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

Texas Education Agency
2021 Relative Performance
CRANDALL COMPASS ACADEMY (129901002) - CRANDALL ISD

% Economically Disadvantaged	STAAR and CCMR
49.0	21

**Texas Education Agency
2021 Closing the Gaps
CRANDALL COMPASS ACADEMY (129901002) - 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
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met																
% at Meets GL Standard or Above	0%	*	0%	*	-	-	-	-	0%	*	*	-	0%	*		
# at Meets GL Standard or Above	0	*	0	*	-	-	-	-	0	*	*	-	0	*		
Total Tests	7	*	5	*	-	-	-	-	6	*	*	-	5	*		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met																
% at Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	-	-	-	*		
# at Meets GL Standard or Above	*	*	*	-	-	-	-	-	*	*	-	-	-	*		
Total Tests	*	*	*	-	-	-	-	-	*	*	-	-	-	*		
Total Indicators																
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)								Yes (1)							
2019 % Graduated	92.5%	-	-	92.3%	-	-	-	-	92.9%	-	-					
2020 % Graduated	97.9%	100.0%	100.0%	93.8%	-	-	-	*	100.0%	*	100.0%					
2020 # Graduated	47	19	**	15	-	-	-	*	35	*	10					
2020 Total in Class	48	19	**	16	-	-	-	*	35	*	10					
Total Indicators															2	2
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										0%						
TELPAS Progress										0						
TELPAS Total										5						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No								No				No			
STAAR Component Score	28	23	28	33	-	-	-	*	27	23	*	-	24	35		
% at Approaches GL Standard or Above	67%	70%	55%	85%	-	-	-	*	59%	46%	*	-	61%	78%		
% at Meets GL Standard or Above	17%	0%	30%	15%	-	-	-	*	21%	23%	*	-	11%	28%		

**Texas Education Agency
2021 Closing the Gaps
CRANDALL COMPASS ACADEMY (129901002) - 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	0%	0%	0%	0%	-	-	-	*	0%	0%	*	-	0%	0%		
Total Tests	46	**	20	13	-	-	-	*	29	13	*	-	28	18		
Total Indicators															0	3
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No								No					No		
% Students Meeting CCMR	12%	26%	0%	5%	-	-	-	*	10%	*	60%	*	13%	11%		
# Students Meeting CCMR	6	5	**	1	-	-	-	*	3	*	3	*	3	3		
Total Students	50	19	**	19	-	-	-	*	31	*	5	*	23	27		
Total Indicators															0	3
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	100%	100%		
# Participants	46	18	**	17	-	-	-	*	34	*	5	-	26	20		
Total Tests	46	18	**	17	-	-	-	*	34	*	5	-	26	20		
Mathematics																
% Participation	*	*	-	*	-	-	-	-	*	-	-	-	*	*		
# Participants	*	*	-	*	-	-	-	-	*	-	-	-	*	*		
Total Tests	*	*	-	*	-	-	-	-	*	-	-	-	*	*		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	*	100%	*	-	-	-	-	100%	100%	*	-	100%	100%		
# Participants	21	*	14	*	-	-	-	-	17	10	*	-	10	11		
Total Tests	21	*	14	*	-	-	-	-	17	10	*	-	10	11		
Mathematics																
% Participation	50%	*	*	*	-	-	-	-	63%	*	*	-	*	57%		
# Participants	5	*	*	*	-	-	-	-	5	*	*	-	*	4		
Total Tests	10	*	*	*	-	-	-	-	8	*	*	-	*	7		

* 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.

English I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	57	10	69	53	7
Compass	44	0	0	22	0	0

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

US History						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	71	41	89	68	35
Compass	75	20	5	65	54	27

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
Compass	-	-	-	-	-	-

Biology						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	91	60	24	80	49	16
Compass	-	-	-	-	-	-

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **CRANDALL COMPASS ACADEMY**

Campus Number: **129901002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**
(evaluated with alternative education accountability provisions)

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

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

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
End of Course English I																
At Approaches Grade Level or Above	2019	68%	77%	44%	40%	*	*	-	-	-	*	-	40%	*	43%	-
	2018	65%	64%	23%	*	*	40%	-	-	-	*	-	22%	*	13%	*
At Meets Grade Level or Above	2019	50%	57%	0%	0%	*	*	-	-	-	*	-	0%	*	0%	-
	2018	44%	44%	8%	*	*	20%	-	-	-	*	-	11%	*	0%	*
At Masters Grade Level	2019	11%	10%	0%	0%	*	*	-	-	-	*	-	0%	*	0%	-
	2018	7%	7%	0%	*	*	0%	-	-	-	*	-	0%	*	0%	*
End of Course English II																
At Approaches Grade Level or Above	2019	68%	73%	24%	0%	*	29%	-	-	-	*	-	30%	14%	17%	*
	2018	67%	69%	12%	*	*	25%	-	-	-	*	-	17%	0%	9%	*
At Meets Grade Level or Above	2019	49%	51%	6%	0%	*	0%	-	-	-	*	-	0%	14%	8%	*
	2018	48%	50%	0%	*	*	0%	-	-	-	*	-	0%	0%	0%	*
At Masters Grade Level	2019	8%	8%	0%	0%	*	0%	-	-	-	*	-	0%	0%	0%	*
	2018	8%	8%	0%	*	*	0%	-	-	-	*	-	0%	0%	0%	*
End of Course Algebra I																
At Approaches Grade Level or Above	2019	85%	94%	*	-	-	*	-	-	-	-	-	*	-	*	-
	2018	83%	88%	56%	*	*	50%	-	-	-	*	-	57%	*	50%	-
At Meets Grade Level or Above	2019	61%	76%	*	-	-	*	-	-	-	-	-	*	-	*	-
	2018	55%	51%	11%	*	*	17%	-	-	-	*	-	14%	*	17%	-
At Masters Grade Level	2019	37%	46%	*	-	-	*	-	-	-	-	-	*	-	*	-
	2018	32%	24%	0%	*	*	0%	-	-	-	*	-	0%	*	0%	-
End of Course Biology																
At Approaches Grade Level or Above	2019	88%	91%	*	*	*	*	-	-	-	-	-	*	*	*	-
	2018	87%	87%	50%	*	*	*	-	-	-	*	-	50%	*	43%	-
At Meets Grade Level or Above	2019	62%	60%	*	*	*	*	-	-	-	-	-	*	*	*	-
	2018	59%	49%	0%	*	*	*	-	-	-	*	-	0%	*	0%	-
At Masters Grade Level	2019	25%	24%	*	*	*	*	-	-	-	-	-	*	*	*	-
	2018	24%	16%	0%	*	*	*	-	-	-	*	-	0%	*	0%	-
End of Course U.S. History																
At Approaches Grade Level or Above	2019	93%	94%	75%	63%	100%	71%	-	-	-	33%	-	90%	60%	85%	*
	2018	92%	93%	65%	*	*	77%	-	-	-	*	-	62%	71%	54%	*
At Meets Grade Level or Above	2019	73%	71%	20%	13%	20%	29%	-	-	-	0%	-	30%	10%	23%	*
	2018	70%	64%	5%	*	*	8%	-	-	-	*	-	8%	0%	0%	*
At Masters Grade Level	2019	45%	41%	5%	0%	0%	14%	-	-	-	0%	-	0%	10%	8%	*
	2018	40%	32%	0%	*	*	0%	-	-	-	*	-	0%	0%	0%	*
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	79%	49%	40%	82%	40%	-	-	-	40%	-	52%	45%	49%	*

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	2018	77%	76%	40%	7%	47%	53%	-	-	-	*	9%	-	40%	40%	33%	*
	2019	50%	48%	10%	5%	18%	10%	-	-	-	-	0%	-	10%	9%	11%	*
	2018	48%	44%	4%	0%	0%	8%	-	-	-	*	0%	-	6%	0%	2%	*
At Masters Grade Level	2019	24%	22%	2%	0%	0%	5%	-	-	-	-	0%	-	0%	5%	3%	*
	2018	22%	18%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
	All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	79%	31%	18%	60%	30%	-	-	-	-	*	-	33%	27%	26%	*
	2018	74%	75%	17%	0%	13%	31%	-	-	-	*	0%	-	19%	11%	11%	*
	2019	48%	50%	4%	0%	20%	0%	-	-	-	-	*	-	0%	9%	5%	*
At Meets Grade Level or Above	2018	46%	46%	3%	0%	0%	8%	-	-	-	*	0%	-	5%	0%	0%	*
	2019	21%	21%	0%	0%	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
	2018	19%	19%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
	2018	81%	78%	56%	*	*	50%	-	-	-	-	*	-	57%	*	50%	-
	2019	52%	49%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2018	50%	42%	11%	*	*	17%	-	-	-	-	*	-	14%	*	17%	-
	2019	26%	25%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
	2018	24%	18%	0%	*	*	0%	-	-	-	-	*	-	0%	*	0%	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	*	*	*	*	-	-	-	-	-	-	*	*	*	-
	2018	80%	80%	50%	*	*	*	-	-	-	-	*	-	50%	*	43%	-
	2019	54%	52%	*	*	*	*	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2018	51%	46%	0%	*	*	*	-	-	-	-	*	-	0%	*	0%	-
	2019	25%	24%	*	*	*	*	-	-	-	-	-	-	*	*	*	-
	2018	23%	17%	0%	*	*	*	-	-	-	-	*	-	0%	*	0%	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	72%	75%	63%	100%	71%	-	-	-	-	33%	-	90%	60%	85%	*
	2018	78%	70%	65%	*	*	77%	-	-	-	-	*	-	62%	71%	54%	*
	2019	55%	44%	20%	13%	20%	29%	-	-	-	-	0%	-	30%	10%	23%	*
At Meets Grade Level or Above	2018	53%	39%	5%	*	*	8%	-	-	-	-	*	-	8%	0%	0%	*
	2019	33%	24%	5%	0%	0%	14%	-	-	-	-	0%	-	0%	10%	8%	*
	2018	31%	19%	0%	*	*	0%	-	-	-	-	*	-	0%	0%	0%	*

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	78	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	67	60	*	*	-	-	-	-	-	-	*	-	*	-	*	-
All Grades Both Subjects	2019	69	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	69	66	*	*	-	-	-	-	-	-	*	-	*	-	*	-
All Grades ELA/Reading	2019	68	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	69	66	*	*	-	-	-	-	-	-	*	-	*	-	*	-

District Name: CRANDALL ISD
Campus Name: CRANDALL COMPASS ACADEMY
Campus Number: 129901002

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

Total Students: 27
Grade Span: 09 - 12
School Type: High School

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: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	49%	-	-	-	-	-	*	-	*	-	*	*
	2018	77%	76%	40%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	50%	48%	10%	-	-	-	-	-	*	-	*	-	*	*
	2018	48%	44%	4%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	24%	22%	2%	-	-	-	-	-	*	-	*	-	*	*
	2018	22%	18%	0%	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	31%	-	-	-	-	-	*	-	*	-	*	*
	2018	74%	75%	17%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	48%	50%	4%	-	-	-	-	-	*	-	*	-	*	*
	2018	46%	46%	3%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	21%	21%	0%	-	-	-	-	-	*	-	*	-	*	*
	2018	19%	19%	0%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	81%	78%	56%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	49%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	50%	42%	11%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	25%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	24%	18%	0%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	80%	50%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	52%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	46%	0%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	24%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	17%	0%	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	72%	75%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	70%	65%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	44%	20%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	39%	5%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	24%	5%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	19%	0%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	71%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	66%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
	2019	68%	71%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	66%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 28
 Grade Span: 09 - 12
 School Type: High School

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	95%	50%	51%	50%	54%	-	*	-	*	77%	47%	22%
Not Included in Accountability													
Mobile	4%	5%	50%	49%	50%	46%	-	*	-	*	23%	53%	78%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	*
Included in Accountability	94%	92%	68%	40%	79%	86%	-	-	-	*	73%	65%	*
Not Included in Accountability													
Mobile	4%	7%	32%	60%	21%	14%	-	-	-	*	27%	35%	*
Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	83.6%	84.3%	*	80.2%	-	*	-	*	82.3%	85.8%	*
2017-18	95.4%	96.3%	82.7%	92.7%	*	80.1%	-	-	-	*	*	84.7%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	2.9%	4.3%	0.0%	3.4%	-	*	-	*	0.0%	1.9%	0.0%
2017-18	1.9%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	97.4%	85.7%	100.0%	100.0%	-	*	-	-	*	96.3%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	*	0.0%	0.0%
Continued HS	3.7%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	*	0.0%	0.0%
Dropped Out	5.9%	0.7%	2.6%	14.3%	0.0%	0.0%	-	*	-	-	*	3.7%	0.0%
Graduates and TxCHSE	90.4%	98.5%	97.4%	85.7%	100.0%	100.0%	-	*	-	-	*	96.3%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	99.3%	97.4%	85.7%	100.0%	100.0%	-	*	-	-	*	96.3%	100.0%
Class of 2018													
Graduated	90.0%	98.9%	97.5%	100.0%	83.3%	100.0%	-	-	-	*	88.9%	95.7%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.7%	2.5%	0.0%	16.7%	0.0%	-	-	-	*	11.1%	4.3%	*
Dropped Out	5.7%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	98.9%	97.5%	100.0%	83.3%	100.0%	-	-	-	*	88.9%	95.7%	*
Graduates, TxCHSE, and Continuers	94.3%	99.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.1%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	99.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	99.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2017													
Graduated	92.0%	98.2%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	1.4%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.6%	98.2%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	98.6%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	98.6%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	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%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	1.4%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	93.2%	98.6%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	98.6%	100.0%	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Class of 2016													
Graduated	92.1%	100.0%	100.0%	*	*	100.0%	-	-	-	-	*	100.0%	*
Received TxCHSE	0.8%	0.0%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.6%	0.0%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.9%	100.0%	100.0%	*	*	100.0%	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	*	*	100.0%	-	-	-	-	*	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.1%	92.5%	85.7%	100.0%	92.3%	-	*	-	-	*	92.9%	100.0%
Class of 2018	90.0%	97.9%	95.2%	100.0%	83.3%	95.7%	-	-	-	*	88.9%	95.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	*	*	-	-	-	-	-	-	*	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.8%	5.6%	0.0%	16.7%	4.3%	-	*	-	-	*	4.0%	0.0%
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.8%	19.4%	16.7%	33.3%	13.0%	-	*	-	-	*	16.0%	40.0%
Class of 2018	82.0%	82.8%	5.4%	14.3%	0.0%	4.8%	-	-	-	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	85.6%	25.0%	16.7%	50.0%	17.4%	-	*	-	-	*	20.0%	40.0%
Class of 2018	86.8%	81.9%	5.1%	11.1%	0.0%	4.8%	-	-	-	*	0.0%	0.0%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	4.9%	0.7%	4.4%	0.0%	20.0%	3.8%	-	-	-	*	0.0%	5.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.5%	42.3%	40.0%	53.8%	36.4%	-	*	-	*	12.5%	36.8%	50.0%
2017-18	81.5%	80.6%	4.4%	18.2%	0.0%	0.0%	-	-	-	*	0.0%	5.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	85.5%	42.3%	40.0%	53.8%	36.4%	-	*	-	*	12.5%	36.8%	50.0%
2017-18	85.1%	81.3%	8.9%	18.2%	20.0%	3.8%	-	-	-	*	0.0%	10.0%	*

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	53	100.0%	286	355,615
By Ethnicity:				
African American	16	30.2%	49	43,953
Hispanic	13	24.5%	78	180,673
White	22	41.5%	147	105,577
American Indian	0	0.0%	0	1,293
Asian	1	1.9%	2	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	1	1.9%	10	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	31	58.5%	45	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,160
Foundation H.S. Program (DLA)	22	41.5%	241	285,538
Special Education Graduates	9	17.0%	25	27,598
Economically Disadvantaged Graduates	39	73.6%	131	186,364
LEP Graduates	6	11.3%	16	25,189
At-Risk Graduates	40	75.5%	130	146,432

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	68.4%	35.8%	28.1%	42.3%	40.9%	-	*	-	*	77.8%	34.6%	0.0%
2017-18	65.5%	61.8%	14.1%	4.5%	30.0%	16.7%	-	-	-	*	7.1%	11.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.4%	5.7%	0.0%	0.0%	13.6%	-	*	-	*	0.0%	5.1%	0.0%
2017-18	50.0%	40.9%	8.7%	0.0%	20.0%	11.1%	-	-	-	*	0.0%	4.8%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	66.4%	13.2%	6.3%	0.0%	27.3%	-	*	-	*	0.0%	10.3%	0.0%
2017-18	58.2%	53.8%	28.3%	36.4%	0.0%	33.3%	-	-	-	*	14.3%	23.8%	*
Mathematics													
2018-19	48.6%	38.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	46.0%	35.1%	6.5%	0.0%	0.0%	11.1%	-	-	-	*	0.0%	4.8%	*
Both Subjects													
2018-19	44.2%	37.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	42.1%	34.8%	6.5%	0.0%	0.0%	11.1%	-	-	-	*	0.0%	4.8%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	28.0%	5.7%	0.0%	0.0%	13.6%	-	*	-	*	0.0%	5.1%	0.0%
2017-18	20.7%	29.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	12.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	20.4%	12.2%	2.2%	0.0%	20.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.2%	31.1%	28.1%	42.3%	29.5%	-	*	-	*	77.8%	29.5%	0.0%
2017-18	28.7%	33.3%	6.5%	4.5%	10.0%	7.4%	-	-	-	*	7.1%	9.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	5.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	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%	13.2%	18.8%	23.1%	4.5%	-	*	-	*	77.8%	12.8%	0.0%
2017-18	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	57.7%	18.9%	6.3%	23.1%	27.3%	-	*	-	*	0.0%	15.4%	0.0%
2017-18	38.7%	55.6%	13.0%	9.1%	20.0%	14.8%	-	-	-	*	14.3%	19.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.5%	9.4%	6.3%	7.7%	13.6%	-	*	-	*	0.0%	10.3%	0.0%
2017-18	4.3%	2.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	1.9%	0.0%	7.7%	0.0%	-	*	-	*	11.1%	0.0%	0.0%
2017-18	2.6%	5.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

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

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	51.4%	11.3%	6.3%	0.0%	22.7%	-	*	-	*	0.0%	7.7%	0.0%
2017-18	32.1%	50.5%	26.1%	36.4%	0.0%	29.6%	-	-	-	*	14.3%	19.0%	*
Mathematics													
2018-19	24.7%	38.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	23.7%	30.5%	4.3%	0.0%	0.0%	7.4%	-	-	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	18.8%	34.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	18.1%	30.1%	4.3%	0.0%	0.0%	7.4%	-	-	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	58.4%	22.6%	6.3%	23.1%	31.8%	-	*	-	*	0.0%	20.5%	0.0%
2017-18	58.4%	57.0%	15.2%	9.1%	20.0%	14.8%	-	-	-	*	14.3%	23.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	14.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	26.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2018	25.8%	27.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	10.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2018	15.3%	2.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	7.4%	10.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2018	7.3%	16.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2019	10.4%	11.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2018	10.8%	12.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	6.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2018	14.5%	4.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	31.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	30.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	16.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	18.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CRANDALL ISD
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 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	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
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	47.2%	3.8%	0.0%	0.0%	9.1%	-	*	-	*	n/a	0.0%	n/a
2017-18	74.6%	52.0%	2.2%	0.0%	0.0%	3.7%	-	-	-	*	n/a	4.2%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	37.9%	38.6%	*	-	-	*	-	-	-	-	n/a	*	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1031	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	1036	1044	*	-	-	*	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	523	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	521	528	*	-	-	*	-	-	-	-	n/a	*	n/a
Mathematics													
2018-19	510	508	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	515	516	*	-	-	*	-	-	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.0	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.4	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.7	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.6%	33.3%	19.0%	53.3%	31.6%	-	*	-	*	20.0%	27.8%	42.9%
2017-18	43.4%	35.8%	15.1%	20.0%	12.5%	11.1%	-	-	-	*	20.0%	4.5%	*
English Language Arts													
2018-19	17.8%	16.4%	10.4%	12.5%	15.4%	5.9%	-	*	-	*	11.1%	16.7%	0.0%
2017-18	17.3%	13.3%	2.3%	0.0%	0.0%	4.8%	-	-	-	*	10.0%	0.0%	*
Mathematics													
2018-19	20.4%	25.5%	41.0%	20.0%	58.3%	50.0%	-	*	-	*	11.1%	28.0%	60.0%
2017-18	20.7%	24.7%	19.4%	30.0%	16.7%	11.1%	-	-	-	*	14.3%	6.3%	*
Science													
2018-19	21.7%	24.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	21.2%	32.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies													
2018-19	23.6%	13.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	22.8%	10.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	50.9%	23.9%	36.4%	0.0%	25.9%	-	-	-	*	42.9%	33.3%	*
2016-17	54.6%	54.3%	25.0%	*	14.3%	28.0%	-	-	-	-	14.3%	21.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.6%	36.4%	*	-	42.9%	-	-	-	-	*	37.5%	-
2016-17	59.2%	46.2%	33.3%	*	*	28.6%	-	-	-	-	*	*	-

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

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	27	100.0%	4,573	5,479,173	36	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.7%	4.5%	0	0.0%	3.6%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.4%	7.6%
Grade 6	0	0.0%	8.0%	7.7%	0	0.0%	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	2	7.4%	8.3%	8.2%	2	5.6%	8.3%	8.2%
Grade 10	2	7.4%	7.6%	7.4%	2	5.6%	7.6%	7.4%
Grade 11	15	55.6%	6.6%	6.9%	15	41.7%	6.6%	6.9%
Grade 12	8	29.6%	6.1%	6.4%	17	47.2%	6.3%	6.4%
Ethnic Distribution:								
African American	10	37.0%	18.7%	12.6%	13	36.1%	18.7%	12.6%
Hispanic	4	14.8%	31.9%	52.8%	7	19.4%	31.8%	52.8%
White	11	40.7%	45.7%	27.0%	14	38.9%	45.8%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.5%	4.6%	0	0.0%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	7.4%	2.7%	2.5%	2	5.6%	2.7%	2.5%
Sex:								
Female	14	51.9%	47.7%	48.8%	19	52.8%	47.7%	48.8%
Male	13	48.1%	52.3%	51.2%	17	47.2%	52.3%	51.2%
Economically Disadvantaged	20	74.1%	52.8%	60.3%	26	72.2%	52.7%	60.2%
Non-Educationally Disadvantaged	7	25.9%	47.2%	39.7%	10	27.8%	47.3%	39.8%
Section 504 Students	5	18.5%	8.2%	6.9%	5	13.9%	8.2%	6.9%
English Learners (EL)	2	7.4%	13.5%	20.3%	3	8.3%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	2	7.4%	4.8%	4.1%	2	5.6%	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	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	0	0.0%	43.2%	65.1%	0	0.0%	43.2%	65.1%
Military Connected	2	7.4%	2.2%	1.9%	2	5.6%	2.2%	1.9%
At-Risk	17	63.0%	42.6%	50.6%	25	69.4%	42.6%	50.5%

District Name: CRANDALL ISD
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 Campus Number: 129901002

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	2	7.4%	13.1%	20.6%	3	8.3%	13.1%	20.6%
Career & Technical Education	10	37.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	0.0%	70.4%	50.8%
Gifted & Talented Education	0	0.0%	5.6%	8.1%	0	0.0%	5.6%	8.1%
Special Education	5	18.5%	11.7%	10.5%	6	16.7%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	45.3%	42.4%				
Students with Physical Disabilities	0	0.0%	21.8%	21.4%				
Students with Autism	0	0.0%	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	67	97.1%	12.4%	15.3%				
By Ethnicity:								
African American	21	30.4%						
Hispanic	15	21.7%						
White	29	42.0%						
American Indian	0	0.0%						
Asian	1	1.4%						
Pacific Islander	0	0.0%						
Two or More Races	1	1.4%						
Student Attrition (2018-19):								
Total Student Attrition	13	92.9%						

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.1	19.0
Grade 1	-	22.3	18.9
Grade 2	-	19.0	18.8
Grade 3	-	20.2	19.0
Grade 4	-	19.8	19.2
Grade 5	-	21.4	20.9
Grade 6	-	20.6	20.4
Secondary:			
English/Language Arts	1.9	16.1	16.4

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Texas Education Agency
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Class Size Information	Campus	District	State
Foreign Languages	1.0	19.1	18.7
Mathematics	1.3	17.2	17.8
Science	1.6	18.6	18.8
Social Studies	1.8	17.9	19.3

District Name: CRANDALL ISD
 Campus Name: CRANDALL COMPASS ACADEMY
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**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	12.3	100.0%	100.0%	100.0%
Professional Staff:	8.3	67.4%	67.0%	63.7%
Teachers	5.3	43.0%	51.4%	49.4%
Professional Support	2.0	16.3%	9.9%	10.2%
Campus Administration (School Leadership)	1.0	8.1%	4.0%	3.0%
Educational Aides:	4.0	32.6%	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:	5.0	40.7%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	37.9%	7.8%	10.8%
Hispanic	0.0	0.0%	5.2%	28.1%
White	2.3	43.1%	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	1.0	19.0%	1.0%	1.1%
Males	3.3	62.1%	20.0%	23.8%
Females	2.0	37.9%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.3	5.2%	0.7%	1.3%
Bachelors	3.0	56.9%	74.9%	73.4%
Masters	2.0	37.9%	23.5%	24.5%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	19.0%	6.5%	7.4%
1-5 Years Experience	2.0	37.9%	35.8%	27.9%
6-10 Years Experience	2.3	43.1%	21.9%	19.4%
11-20 Years Experience	0.0	0.0%	24.4%	29.4%
Over 20 Years Experience	0.0	0.0%	11.4%	15.9%
Number of Students per Teacher	5.1	n/a	14.9	15.1

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

Total Students: 27
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.3	6.2
Average Years Experience of Principals with District	3.0	6.3	5.3
Average Years Experience of Assistant Principals	0.0	3.9	5.3
Average Years Experience of Assistant Principals with District	0.0	2.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	5.3	9.6	11.1
Average Years Experience of Teachers with District:	2.0	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,595	\$50,517	\$49,868
1-5 Years Experience	\$51,862	\$52,048	\$52,823
6-10 Years Experience	\$53,192	\$53,628	\$55,756
11-20 Years Experience	-	\$56,639	\$59,308
Over 20 Years Experience	-	\$65,861	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$51,058	\$54,993	\$57,091
Professional Support	\$63,101	\$65,280	\$67,352
Campus Administration (School Leadership)	\$76,700	\$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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.5%
Career & Technical Education	0.5	10.1%	6.2%	5.0%
Compensatory Education	0.0	0.0%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	3.7	70.9%	70.9%	70.9%
Special Education	1.0	19.0%	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 : Crandall Compass Academy



P O Box 128
 Crandall, TX 75114-0128
 (972) 427-6100 Phone
 (972) 427-8239 Fax

District Information

Offers the ASVAB test

Programs of Study

- (005) - Applied Agricultural Engineering
- (013) - Cosmetology and Personal Care Services
- (014) - Culinary Arts

More +

Gifted and Talented Programs

- (01) - Pull-out

Administration ⓘ (2021 - 2022 Preliminary Fall PEIMS file loaded 11/19/2021)

Principal Jennifer Coward

School Population ⓘ (2021 - 2022 Preliminary Fall PEIMS file loaded 11/19/2021)

	Count	Percent
Student Total	45	100%
10th Grade	2	4.44%
11th Grade	14	31.11%
12th Grade	29	64.44%

Student Demographics ⓘ (2021 - 2022 Preliminary Fall

PEIMS file loaded 11/19/2021)

	Count	Percent
Gender		
Female	15	33.33%
Male	30	66.67%
Ethnicity		
Hispanic-Latino	11	24.44%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	7	15.56%
Native Hawaiian - Pacific Islander	0	0.00%
White	27	60.00%
Two-or-More	0	0.00%

Special Services ⓘ (2021 - 2022 Preliminary Fall PEIMS

file loaded 11/19/2021)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	1	20.00%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	1	20.00%
Learning disability	3	60.00%
Speech impairment	0	0.00%
Autism	0	0.00%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy <small>code (00)</small>	0	0.00%
Homebound <small>code (01)</small>	0	0.00%
Hospital Class <small>code (02)</small>	0	0.00%
Mainstream <small>code (40)</small>	3	60.00%
Resource Room <small>codes (41, 42)</small>	2	40.00%
VAC <small>code (08)</small>	0	0.00%
Off Home Campus <small>codes (91,92,93,94,95,96,97,98)</small>	0	0.00%
State School <small>code (30)</small>	0	0.00%

Student by Program ⓘ (2021 - 2022 Preliminary Fall

PEIMS file loaded 11/19/2021)

	Count	Percent
Limited English Proficient (LEP) <small>(LEP-Indicator-Code = 1)</small>	4	8.89%
Bilingual <small>(Bilingual-Program-Type-Code= 2,3,4,5)</small>	0	0.00%
English as a Second Language (ESL) <small>(ESL-Program-Type-Code= 2,3)</small>	3	6.67%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 11/19/2021)	Count	Percent
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	1	2.22%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	1	2.22%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	5	11.11%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	1	2.22%
Dyslexia (Dyslexia-Indicator-Code = 1)	6	13.33%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	25	55.56%
Free Meals (Economic-Disadvantage-Code = 01)	17	37.78%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	0	0.00%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	8	17.78%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	4.44%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	2	4.44%

Special Services (2021 - 2022 Preliminary Fall PEIMS file loaded 11/19/2021)	Count	Percent
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	0	0.00%
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 11/19/2021)	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	3	23.08%
Teacher (Role ID = 087 AND Object Code = 6119)	5	38.46%
Educational Aide (Role ID = 033 AND Object Code = 6129)	5	38.46%
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	0.00%

Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded 11/19/2021)	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	45	100.00%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	1	2.22%
Immigrant (Immigrant-Indicator-Code = 1)	0	0.00%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	1	2.22%
Foster Care (Foster-Care-Indicator-Code = 1,2)	0	0.00%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	6	13.33%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	23	51.11%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	1	2.2222%



Crandall Independent School District Board of Trustees

Board Meeting Date:	December 13, 2021
Agenda Item:	Dress Code Report
Agenda Section:	Information
Administrator Responsible:	Holly Keown, Ed. D. and Amy McAfee

Summary/Background Information: We are presenting a district dress code update for the first semester up to December 3, 2021. Principals will review the district and campus dress code data with their staff in January Staff Meetings. In each Principal and Assistant Principal Meeting, we have discussed the issues with the dress code. Each campus will review procedures and expectations in January to refresh the dress code expectations and consequences to improve compliance with our students. Each campus is responsible for planning a student orientation to review with new students as they enroll. Dress Code expectations have been added to each principal's evaluation. This remains a vital concern for each campus principal.

Administrative Recommendation: For your information.

Crandall High School

Six Weeks	Enrollment	Date Span	Number of Instructional Days	Number of District Wide Out of Dress Code Days	Number of Total Referrals	State Dress Code Offense (ISS or greater assigned)	Dress Code Top/ Bottom	Dress Code Bottom	Dress Code Facial Hair	Dress Code Hair Length/ Color	Dress Code ID Badge	Dress Code Piercing	Dress Code Shoes	Dress Code Top	Generic Dress Code Violation	Number of Repeat Offenders
1st Six Weeks	1526	Aug 17-Sept. 21	23	4	313	0	20		0	0					122	33
2nd Six Weeks	1530	Sept. 21-Oct. 29	26	5	493	0	8	28	0	0	4	0	3	1	60	13
3rd Six Weeks	0	Nov. 2-Dec. 17	29	0	0	0	0	0	0	0	0	0	0	0	0	0
4th Six Weeks	0	Jan. 10-Feb. 18	28	0	0	0	0	0	0	0	0	0	0	0	0	0
5th Six Weeks	0	Feb. 22-Apr. 14	32	0	0	0	0	0	0	0	0	0	0	0	0	0
6th Six Weeks	0	Apr. 19-May26	28	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3056		166	9	806	0	28	28	0	0	4	0	3	1	182	46

Compass Academy

Six Weeks	Enrollment	Date Span	Number of Instructional Days	Number of District Wide Out of Dress Code Days	Number of Total Referrals	State Dress Code Offense (ISS or greater assigned)	Dress Code Top/ Bottom	Dress Code Bottom	Dress Code Facial Hair	Dress Code Hair Length/ Color	Dress Code ID Badge	Dress Code Piercing	Dress Code Shoes	Dress Code Top	Generic Dress Code Violation	Number of Repeat Offenders
1st Six Weeks	42	Aug 17-Sept. 21	23	4	0	0	0		0	0					0	0
2nd Six Weeks	45	Sept. 21-Oct. 29	26	5	6	0	0	5	0	0	0	0	0	0	1	1
3rd Six Weeks	0	Nov. 2-Dec. 17	29	0	0	0	0	0	0	0	0	0	0	0	0	0
4th Six Weeks	0	Jan. 10-Feb. 18	28	0	0	0	0	0	0	0	0	0	0	0	0	0
5th Six Weeks	0	Feb. 22-Apr. 14	32	0	0	0	0	0	0	0	0	0	0	0	0	0
6th Six Weeks	0	Apr. 19-May26	28	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			166	9	6	0	0	5	0	0	0	0	0	0	1	1

Crandall Middle School

Six Weeks	Enrollment	Date Span	Number of Instructional Days	Number of District Wide Out of Dress Code Days	Number of Total Referrals	State Dress Code Offense (ISS or greater assigned)	Dress Code Top/ Bottom	Dress Code Bottom	Dress Code Facial Hair	Dress Code Hair Length/ Color	Dress Code ID Badge	Dress Code Piercing	Dress Code Shoes	Dress Code Top	Generic Dress Code Violation	Number of Repeat Offenders
1st Six Weeks	853	Aug 17-Sept. 21	23	0	113	2	19		0	1					3	6
2nd Six Weeks	855	Sept. 21-Oct. 29	26	5	453	4	0	15	0	2	218	1	1	4	0	62
3rd Six Weeks	0	Nov. 2-Dec. 17	29	0	0	0	0	0	0	0	0	0	0	0	0	0
4th Six Weeks	0	Jan. 10-Feb. 18	28	0	0	0	0	0	0	0	0	0	0	0	0	0
5th Six Weeks	0	Feb. 22-Apr. 14	32	0	0	0	0	0	0	0	0	0	0	0	0	0
6th Six Weeks	0	Apr. 19-May26	28	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			166	5	566	6	19	15	0	3	218	1	1	4	3	68

First Six Weeks

Campus	Enrollment	Date Span	Number of Instructional Days	Number of District Wide Out of Dress Code Days	Number of Total Referrals	State Dress Code Offense (ISS or greater assigned)	Dress Code Top/ Bottom Uniform	Dress Code Bottom	Dress Code Facial Hair	Dress Code Hair Length/ Color	Dress Code ID Badge	Dress Code Piercing	Dress Code Shoes	Dress Code Top	Generic Dress Code Violation	Number of Repeat Offenders
CHS	1526	Aug 17-Sept. 21	23	4	313	0	20		0	0					122	33
Compass	42	Aug 17-Sept. 21	23	4	0	0	0		0	0					0	0
CMS	853	Aug 17-Sept. 21	23	0	113	2	19		0	1					3	6
Martin	646	Aug 17-Sept. 21	23	0	27	0	3		0	1					1	0
Wilson	575	Aug 17-Sept. 21	23	0	27	0	7		0	1					9	2
Walker	521	Aug 17-Sept. 21	23	0	36	0	0		0	0					32	1
Dietz	551	Aug 17-Sept. 21	23	0	41	0	17		0	0					1	0
Noble Reed	683	Aug 17-Sept. 21	23	0	32	1	0		0	0					1	0
Total	5397	Aug 17-Sept. 21	23	4	589	0	66		0	3					169	42

Second Six Weeks

Campus	Enrollment	Date Span	Number of Instructional Days	Number of District Wide Out of Dress Code Days	Number of Total Referrals	State Dress Code Offense (ISS or greater assigned)	Dress Code Top/ Bottom Uniform	Dress Code Bottom	Dress Code Facial Hair	Dress Code Hair Length/ Color	Dress Code ID Badge	Dress Code Piercing	Dress Code Shoes	Dress Code Top	Generic Dress Code Violation	Number of Repeat Offenders
CHS	1530	Sept. 21-Oct. 29	26	5	493	0	8	28	0	0	4	0	3	1	60	13
Compass	45	Sept. 21-Oct. 29	26	5	6	0	0	5	0	0	0	0	0	0	1	1
CMS	855	Sept. 21-Oct. 29	26	5	453	4	0	15	0	2	218	1	1	4	0	62
Martin	663	Sept. 21-Oct. 29	26	5	35	1	0	0	0	0	0	0	0	0	0	0
Wilson	575	Sept. 21-Oct. 29	26	5	24	0	0	5	0	0	0	0	0	1	0	0
Walker	534	Sept. 21-Oct. 29	26	5	32	0	0	0	0	0	0	0	0	0	1	0
Dietz	563	Sept. 21-Oct. 29	26	5	35	0	3	0	0	0	0	0	0	0	0	0
Noble Reed	668	Sept. 21-Oct. 29	26	5	35	0	0	0	0	0	0	0	0	0	0	0
Total	5433	Sept. 21-Oct. 29	26	5	1113	5	11	53	0	2	222	1	4	6	62	76



Crandall Independent School District Board of Trustees

Board Meeting Date: December 13, 2021

Agenda Item: COVID Update

Agenda Section: Information

Administrator Responsible: Christy Starrett, Assistant Superintendent

Summary/Background Information: Updated information regarding COVID-19

Administrative Recommendation: For your information.

COVID Update

Positive cases

11/8-12 Students: 3 Staff: 0

11/15-11/19 Students: 3 Staff: 0

11/22-11/26 Student Holiday

11/29-12/3 Students: 0 Staff: 3

COVID Vaccine Clinic

December 3 - CISD Administration Board Room
Ages 12+ only



Adult and Pediatric Vaccinations

Forney ISD Administration Building

- December 9 - 7am - 12 noon
- December 16 - 7am - 12 noon

Online registration required

CVS - Forney - by appointment only

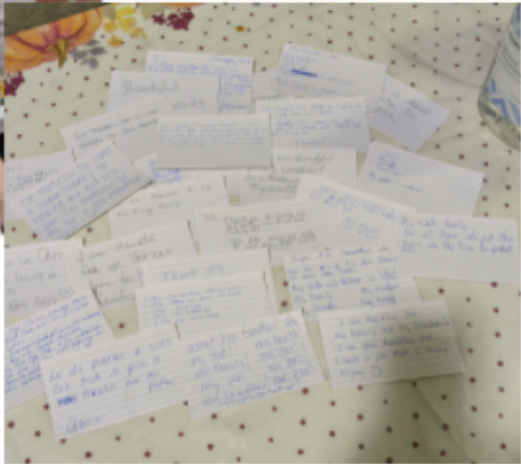
Walgreens - Seagoville - by appointment only

Wal-Mart - Seagoville - by appointment only

Wellness Wednesdays



Crandall ISD @OfficialCISD · Oct 20
 This year, CISD introduced Wellness Wednesday--a weekly initiative where employees are encouraged to participate in some form of a wellness activity, whether it's walking around the building, reading a book or doing a yoga class! #PratesForever Read more: crandall-isd.net/about/news/wel...



Mrs. Tyndall @mrstyndall5th · Oct 27
 Wellness Wednesday with class yoga using @GoNoodle @CISDMartin



Wellness Opportunities

Wellness Wednesdays



CISD is introducing Wellness Wednesdays. Each campus has a Wellness Representative listed below that will be sending out more information regarding each Wednesday's wellness activity, campus competitions, and teambuilding.

MORE INFORMATION COMING SOON

Savannah Franks – Central Office
 Cydni Banner – CHS
 Stephanie Dearman – CMS
 Jennifer Coward – Compass Academy
 Sane Hubbard – Dietz Elementary
 Macie Taylor – Martin Elementary



Wellness Wednesday

Wellness Wednesdays are held each Wednesday in CISD. You are encouraged to participate with your fellow staff members in as big or small of a part as you wish. Get involved and feel better.

Small Steps to Physical Activity

Take the stairs instead of the elevator. Park farther away from the front door. Stand instead of sitting (this burns more calories)

Take a walk on your lunch break. Walk or bike to your destination instead of driving.

Beats anything will work again if you

UNPLUG YOURSELF.

FOR 15 MIN.

Importance of Mental Health: As a person thinks on the inside, this is who they will become on the outside. Our character becomes the complete sum of all of our thoughts. As the plant springs from and could not exist without the seed, so every act of a person springs from the hidden seeds of thought. Decide today to live from negative and harmful thoughts. -Dr. Rob Carlson



WELLNESS WEDNESDAYS - OCT

October 13 - Walk with Wednesday

- meet a new friend walk the hall
- take a walk around the building
- bring tennis shoes and walk for

October 20 - Read

- not social media,
- not news articles
- something enlightening for you

October 27 - Yoga W

- meet in a classroom or gym an
- lesson
- practice chair yoga while grad
- 4:30 CISD Training Room Yog

Participate in the event of the day and a sign-in sheet located in the

Activities can be as light or challenging goal is to get up and get

Campus competitions will be logged each Wednesday



WELLNESS WEDNESDAYS - NOVEMBER 2021

November 3 - Walking Wednesday!

- Find a walking partner and take a moment to walk around the campus.
- Walk on a treadmill.
- Take a longer stroll to your classroom than usual and greet someone different today.

November 10 - Mindful Activity from PTO
 PTO will provide stress relief activities during lunches

November 17 -
 Write a note to show thanks. Many times we appreciate people in our thoughts. Jot down the thoughts and deliver a note to that person.

Participate in the event of the day and sign your name on the sign-in sheet located in the lounge.

Activities can be as light or challenging as you wish.

Campus competitions will be logged each Wednesday and added to the Wellness Dashboard on the State Portal

WELLNESS WEDNESDAYS DECEMBER 2021

DECEMBER 1 - WALK THIS WEDNESDAY

DECEMBER 8 - MINDFULNESS BELL EXERCISE FOR FIVE MINUTES IN THIS EXERCISE (LINK IN WEDNESDAY EMAIL)

DECEMBER 15 - YOGA BEFORE THE BREAK

Participate in the event of the day and sign your name on the sign-in sheet located in the lounge.

Activities can be as light or challenging as you wish. The goal is to get up and get moving.



Crandall Independent School District Board of Trustees

Board Meeting Date:

December 13, 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.



Crandall Independent School District Board of Trustees

Board Meeting Date:

December 13, 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

Board Meeting Date:	December 13, 2021
Agenda Item:	Annual Investment Report
Agenda Section:	Information
Administrator Responsible:	Mike White, CFO

Summary/Background Information:

In accordance with board policy CDA (Local), a comprehensive report on the investment program will be presented annually.

The following annual investment report includes a review of the activities and the total yield for the preceding twelve months, suggest policies, strategies, and improvements that might enhance the investment program, and proposes an investment plan for the ensuing year.

Administrative Recommendations: For your information

Crandall Independent School District
Annual Investment Report
August 31, 2021

Introduction

In accordance with board policy CDA (Local), an annual investment report shall be prepared and submitted to the Board. This report includes a review of the activities and total yield for the preceding twelve months, suggest policies, strategies, and improvements that might enhance the investment program, and propose an investment plan for the ensuing year. The following information is being submitted in compliance with this policy.

Activity & Yield

Most of the District's funds were invested in the Lone Star Investment Pool or Texas Term Local Government Investment Pool during fiscal year 2021. The average annual yield on our pooled investments was between 0.06% and 0.70%. All of these pools performed as good as or better than the average annual yield of the 3-month US Treasury Bill. The majority of the District's funds were invested in the Lone Star Investment Pool during the year at an average rate of 0.16%. Our average annual rate of return earned on investments in the previous year was 1.37% with Lone Star, and 1.48% with Texas Term.

During the past year, American National Bank paid the District 0.50% on daily deposits held in their bank. Average daily balances were \$1.03 million.

Policies & Strategies

The investment policy and investment strategies have as their main goal to ensure the safety of the investment principle while maximizing financial returns within current market conditions. Factors such as safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements are very important. Given this philosophy, there are no changes to the current investment policy that would better help the administration accomplish this mission.

Future Investment Plan

We plan to keep the majority of our surplus funds invested in investment pools. We will continue to evaluate other opportunities that are available and in accordance with board policy CDA (Local) but that might offer additional yield on district investments.

**CRANDALL INDEPENDENT SCHOOL DISTRICT
INVESTMENT PERFORMANCE EVALUATION
FOR YEAR ENDING AUGUST 31, 2021**

	3-Month US Treasury Bill	Lone Star Investment Pool Corp Overnight Fund	Texas Term
September	0.11%	0.21%	2.25%
October	0.10%	0.17%	1.77%
November	0.09%	0.15%	1.74%
December	0.08%	0.14%	0.35%
January	0.06%	0.13%	0.22%
February	0.04%	0.11%	0.22%
March	0.02%	0.55%	0.28%
April	0.02%	0.09%	0.28%
May	0.01%	0.09%	0.28%
June	0.05%	0.09%	0.28%
July	0.05%	0.08%	0.32%
August	0.04%	0.07%	0.38%
Total Average	0.06%	0.16%	0.70%

**RESOLUTION OF THE BOARD REGARDING REVIEW OF THE
INVESTMENT PROGRAM**

WHEREAS, Section 2256.005(e) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Crandall Independent School District to (a) review the District’s investment policy and investment strategies [set forth in CDA (Local)] not less than annually and (b) adopt this resolution reflecting the Board’s review and recording any changes made to the investment policy or strategies;

WHEREAS, the District’s investment policy for fiscal year 2021 – 2022 has been presented to the Board for its consideration and approval, as required by the Act; and

WHEREAS, the District’s investment policy for fiscal year 2021 – 2022 includes no changes from the District’s investment policy in effect for fiscal year 2020 – 2021.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Crandall Independent School District has reviewed the District’s investment policy, and hereby adopts the policy for fiscal year 2021 – 2022 in compliance with the Public Funds Investment Act.

Adopted this 13th day of December 2021 by the Board of Trustees,

Signed: _____ President

Attest: _____ Secretary

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.



Crandall Independent School District
Board of Trustees

Board Meeting Date: December 13, 2021
Agenda Item: FIRST Management Report Update
Agenda Section: Information
Administrator Responsible: Mike White, Chief Financial Officer

Summary/Background Information:

There was an inadvertent error in the previously reported FIRST Management Report. Please find the corrected version attached.

Administrative Recommendations: For your information.

**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		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
Description of Reimbursements	Superintendent							
Meals	110.61	\$	\$	\$	\$	\$	\$	\$
Lodging	407.30							
Transportation								
Motor Fuel	737.35							
Other	105.26							
Total	\$1,360.52	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	
Name(s) of Entity(ies)	Amount Received
	\$0.00
Total	\$0.00

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		Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Superintendent							
Total	\$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		Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts		\$0.00	\$0.00	\$0.00	\$0.00	\$70,805.55	\$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:	December 13, 2021
Agenda Item:	TASB Policy Review Update
Agenda Section:	Action
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 impacts 52 local policies.

Administrative Recommendations: Action Item.

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	https://policyonline.tasb.org/Policy/Download/755?filename=AE(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=AF(LEGAL).pdf
BBB(LOCAL)	Board Members Elections	The enclosed revisions are recommended to accurately reflect future election cycles.	02/14/2018	REVISE	N/A	C. Moore	https://policyonline.tasb.org/Policy/Download/755?filename=BBB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=BED(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=BF(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=BQA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=BQB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CCA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CCGA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CDA(LEGAL).pdf

		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	https://policyonline.tasb.org/Policy/Download/755?filename=CDC(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CE(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CL(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=CNB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=COA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Codes/755?filter=CPC
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	https://policyonline.tasb.org/Policy/Download/755?filename=DBA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DBB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DBE(LEGAL).pdf

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	https://policyonline.tasb.org/Policy/Download/755?filename=DCE(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DEA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DEAB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DFBB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DGBA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DHE(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DK(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DNA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=DNB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EF(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EHAD(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EHBB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EIC(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=EIF(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FD(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FDA(LEGAL).pdf

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	https://policyonline.tasb.org/Policy/Download/755?filename=FDB(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FFA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FFAC(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FNAAL(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FNCA(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FNFL(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FNG(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=FO(LEGAL).pdf

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	https://policyonline.tasb.org/Policy/Download/755?filename=GF(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=GKD(LEGAL).pdf
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	https://policyonline.tasb.org/Policy/Download/755?filename=GKDA(LEGAL).pdf



Crandall Independent School District Board of Trustees

Board Meeting Date: December 13, 2021

Agenda Item: 2022-23 Secondary Course Academic
Planning Guide Additions

Agenda Section: Action

Administrator Responsible: Dr. Carri Eddy

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

Administrative Recommendation: Administration recommends approval of the 2022-23 Secondary Course Academic Planning Guide Additions as presented.

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
Spanish for Spanish Speakers 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.	
Spanish for Spanish 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

Board Meeting Date: December 13, 2021

Agenda Item: Personnel

Agenda Section: Action

Administrator Responsible: Holly Keown, Ed. D.

Summary/Background Information: We need to add four full-time School-Based Police Officers due to the increase in student enrollment, locations of campuses, and traffic flow patterns to provide safe and secure campuses across the district. The current ratio of officers to students is approximately 1,345 per officer. As our district expands with the new campus, we need to consider the distance between schools with our current number of officers. The furthest distance between schools is currently 7.2 miles which may take 13 minutes to 20 minutes depending on traffic. The additional officers will assist with higher enrollment, quicker response time, traffic flow, security, and discipline issues. Dr. Keown and Mike White have reviewed the financial matters in order to recommend this proposal.

Administrative Recommendation: Administration is seeking your approval to begin the process of purchasing vehicles, screening applicants, and training new officers for the upcoming school year.



Additional School-Based Police Officers Proposal

Data to Support Additional Officers

Suggested Educational Pieces Taught by School-Based Police Officers

Bicycle Safety

Crosswalk Safety

Presentation to driving age students on how to respond to an officer if being pulled over

Drug Awareness

Anti Bullying/Cyberbullying

NASRO Recommendations

NASRO recommends that every school have at least one carefully selected, specially trained school resource officer. The previous thought has been to place one SRO per 1,000 students. NASRO recommends considering factors such as campus size (including acreage and number of buildings), school climate and location, and the number of non-sworn safety team members on campus when determining the number of SROs needed on campus.

Arrest Records

2019 - 2020	2 at Walker Elementary & 2 at Crandall High School
2020 - 2021	11 at Crandall High School & 1 at Crandall Middle School
2021 - 9/14/2021	1 at Crandall High School & 1 at Crandall Middle School

Cost of Additional Officers

Type of Expense	Cost
New Equipped Vehicle	\$40,000 per vehicle

County and District Radios	\$3,500 per officer
Uniform	\$700 per officer
Vest	\$600 per officer
Travel Expenses to Attend required SBLE Conference for Training -	\$700 per officer (expense includes mileage, meals, and lodging) No conference registration fee
Total Type of Expense Per Officer	\$45,500 (salaries not included)
Salary per officer (depends on experience)	\$55,000 to \$58,000

Prediction of Total Cost		
Number of Officers	Expense Cost	Employee Salary Cost Est.
Two Officers	\$91,000	\$110,000 - \$116,000
Three Officers	\$136,500	\$165,000 - \$174,000
Four Officers	\$182,000	\$220,000 - \$232,000
Total Cost Proposal	\$408,000	



Crandall Independent School District

Board of Trustees

Board Meeting Date: December 13, 2021

Agenda Item: District of Innovation Plan

Agenda Section: Action

Administrator Responsible: Holly Keown, Ed. D.

Summary/Background Information: The District Improvement Planning Committee proposed and approved three amendments to the District of Innovation Plan. We would like to submit the three amendments discussed at the previous board meeting. The committee recommended allowing elementary and secondary campuses the allowance of hiring a potential teacher with a bachelors to start teaching for a semester until they secure a commitment from an Alternative Education Program. This would benefit Crandall ISD significantly as we struggle to fill open positions.

Administrative Recommendation: Administration is seeking your approval for the District of Innovation Amendments to submit to the Texas Education Agency.



Amendment to the District of Innovation

Proposed by District Planning Committee

Education Certification Requirement

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, and the principal has exhausted all means to hire a highly qualified teacher, a principal may pursue a candidate with a bachelor’s for an elementary or secondary position. Candidates with a bachelor’s degree, who would like to pursue teaching at the secondary or elementary level, would be given a grace period of a semester to get connected with an Alternative Education Program. We will provide a contract that has the option to end the agreement if the employee does not submit Alternative Education Program paperwork by the end of the semester. The principal must specify in writing the reason for the request based on the bachelor's degree for the prospective teacher 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 an Alternative Education Program. CISD will continue to seek certified candidates for all teaching positions. However, by obtaining an exemption from existing teacher certification requirements, the district will have the flexibility to hire applicants with a bachelor’s degree in the specified area of assignment. The applicant will be required to be accepted into an Educator Preparation Program by the end of the first semester and to obtain the required certification for the assignment. This will allow the

district to fill open positions quicker and eliminate the need for a long-term substitute in the classroom until a certified applicant is hired.

Note: These exemptions would not include educators serving in Bilingual or Special Education Programs(Federal Funding).

Class Size

Texas Education Code (TEC 25.112) limits the number of students in grades Kindergarten through 4th grade to 22:1. While the maximum number of students in K-4 classrooms may be addressed by a state waiver, the waivers must be applied for annually. Due to the fast growth in Crandall ISD, we are seeking the exception from TEC 25.112, the district would have the flexibility for all campuses and classrooms for the duration of the District of Innovation Designation and would not be required to seek waivers annually. While the District intends to remain within the guidelines of the current education code as much as possible, the District seeks flexibility to provide the best learning environment for our K-4 students, including more flexibility when teaching, creative ways of delivering instruction, different types of instructional delivery and the ability to manage the increase in class sizes. In the event a classroom exceeds the 22:1 ratio in grades K-4, the class sizes will be reviewed by the appropriate district and campus administration. The Board of Trustees will be informed of K-4 classes that exceed 22:1. TEA waivers and parent notification for class sizes in grades K-4 exceeding 22 will not be required. This gives CISD the flexibility without having the bureaucracy of waivers within the Texas Education Agency.

Probationary Contracts for 5 of 8 years Teaching Experience

Under current guidelines (Texas Education Code 21.102b), it states that a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district. This period of time may not be sufficient to evaluate the teacher's effectiveness in the classroom since teacher contact timelines demand that employment decisions must be made prior to the availability of the end of the year classroom and student data. For experienced teachers, new to Crandall ISD who have been employed in public education for at least five of the eight previous years, a second probationary contract may be offered when needed to benefit the teacher and students served. This action requires principal recommendation, in collaboration with the appropriate human resources administrator and consideration and approval by the superintendent. This amendment will give Crandall ISD campus administrators the option to recommend a second year probationary contract to teachers who are new

to the district, but have taught at least five of the last eight years in public education.

Next Steps: Public Posting (30 days)

Formal Vote by the board of the final version of the proposal. 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.



Crandall Independent School District

Board of Trustees

Board Meeting Date:	December 13, 2021
Agenda Item:	Purchasing Cooperative Renewals
Agenda Section:	Action Item
Administrator Responsible:	Mike White, CFO

Summary/Background Information:

Our district, like many other districts, participates in purchasing cooperatives for the majority of our purchases each year. These coops increase our purchasing flexibility and allow Crandall ISD to utilize thousands of previously awarded contracts for cost savings and efficiency a district our size would not normally be able to access.

There are two requirements when using cooperatives for purchasing. These inter-local agreements require board approval to become a member and the fees for participation are to be presented as an information item to the Board each year.

Proposed new purchasing cooperatives we request to join:

Region 6

Equalis

1GPA-1 Government Procurement Alliance

PSA – Purchasing Solution Alliance, Brazos Valley Council of Governments

Region 10 Multi-Region Purchasing Cooperative

We currently participate in the following cooperatives and pay the following fees:

EPCNT – Educational Purchasing Cooperative of North Texas - \$100 annual fee

Smart Buy – \$100 annual fee

Central Texas Purchasing Alliance - \$150 annual fee

Administrative Recommendations:

Administration recommends that the Board authorize district enrollment in the purchasing cooperatives as proposed.



COOPERATIVE PROCUREMENT MEMBERSHIP AGREEMENT

This Agreement is entered into this ____ day of _____, 20____, between the 1 Governmental Procurement Alliance (1GPA), on behalf of its lead government agencies, as identified in **Exhibit A** (“Lead Agencies” and individually a “Lead Agency”) and _____ (“Participating Entity”), a _____ located in the State of _____. By executing this Agreement, governmental entities and agencies, eligible school districts, charter schools, colleges, universities, tribes, cities, counties, all other public entities, and nonprofit organizations may participate in any bid or proposal issued by 1GPA on behalf of one or more of the Lead Agencies identified in **Exhibit A**. If Participating Entity is a governmental entity, this Agreement shall constitute an interlocal or intergovernmental agreement between Participating Entity and the Lead Agencies identified in **Exhibit A**. As permitted by law, 1GPA has designated by said Lead Agencies as the administrator of the purchasing cooperative sponsored by the Lead Agencies, and has been delegated authority by the Lead Agencies to execute interlocal or intergovernmental agreements on behalf of the governing bodies of the Lead Agencies.

In consideration of the mutual promises contained in this Agreement and the mutual benefits to result therefrom, the parties agree as follows:

1. The specifications, terms, and conditions for products, materials and services to be purchased under this cooperative shall be determined by 1GPA, or as requested by a Lead Agency.
2. 1GPA shall conduct all procurement in strict accordance with the procurement laws applicable to the Lead Agency sponsoring the particular procurement.
3. The Participating Entity shall:
 - a. Insure that purchase orders issued against 1GPA contracts are in accordance with terms and prices established in the 1GPA contract.
 - b. The Participating Entity shall provide 1GPA with a copy of any purchase order based on a 1GPA contract, at the time the purchase order is issued. Purchase orders may be faxed or emailed (see contact information below).
 - c. Make timely payment to the contractor for all products, materials, and services in accordance with the terms and conditions of the 1GPA contract, or other payment arrangements negotiated between the Participating Entity and the 1GPA vendor. Payment, inspection and acceptance of products, materials and services ordered by the eligible school district or public entity shall be the exclusive obligation of the Participating Entity.
 - d. Be responsible for the ordering of materials or services under this Agreement. 1GPA shall not be liable in any fashion for any violation by Participating Entity of the terms of this Agreement, and the Participating Entity shall hold 1GPA harmless, to the extent permitted by law, from any liability which may arise from the acts or omissions of the Participating Entity relating to this Agreement or its subject matter.
 - e. Be responsible for compliance with applicable state or federal laws in determining which goods and services Participating Entity may lawfully procure through a government purchasing cooperative, and shall further be responsible for taking all actions required under applicable state or federal law in connection with the use of interlocal cooperation agreements and purchasing cooperatives.
4. The exercise of any rights or remedies by the Participating Entity shall be the exclusive obligation of Participating Entity; however, 1GPA, as the contract administrator, may, but shall not be obligated to unless required by applicable law, join in the resolution of any dispute between Participating Entity and a 1GPA vendor. Failure of the Participating Entity to secure performance from the 1GPA vendor in accordance with the terms and conditions of any issued purchase order does not necessarily require 1GPA to exercise its own rights and remedies.

5. IGPA may terminate this Agreement immediately, upon written notice, if the Participating Entity fails to comply with the terms of this Agreement, applicable state or federal law, or any provision of a IGPA contract that is binding on Participating Entity.
6. The Participating Entity may terminate this Agreement immediately, upon written notice, if IGPA fails to comply with the terms of this Agreement.
7. This Agreement shall take effect upon execution by the parties and shall continue until it is terminated in accordance with its terms. This Agreement supersedes any and all previous purchase agreements.
8. Except as provided in paragraphs 5 and 6, either party may terminate this Agreement with at least thirty (30) days written notice to the other party.
9. There shall be no charge to the Participating Entity for membership in IGPA.

IN WITNESS WHEREOF, the parties of this Agreement have caused their names to be affixed hereto.

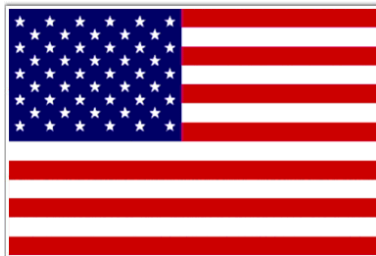
Name of Entity:	Signature:
Select Type of Entity: <input type="checkbox"/> K12 <input type="checkbox"/> Higher Education <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Municipality <input type="checkbox"/> Other	
Address:	Printed Name:
City/State/Zip Code:	Title:
Email:	
Date:	Phone Number:

IGPA Approvals

IGPA Signature:
Printed Name:
Title:
Date:

**IGPA –
 1910 W. Washington St.
 Phoenix, AZ 85009**

**P: 866/306-3893
 F: 602/663-9515
 E: admin@1GPA.org**





1Government Procurement Alliance

Exhibit A

Lead Agencies

Arizona

Northern Arizona University

545 E. Pine Knoll Drive
Flagstaff, AZ 86011
928.523.5285

Paradise Valley Unified School District

15002 N. 32nd Street
Phoenix, AZ 85032
602.449.2071

Pinal County ESA

75 N. Bailey
Florence, AZ 85132
520.450.4477

Yavapai Accommodation School District

2972 Centerpointe E. Dr.
Prescott, AZ 86301
928.759.8126

Oregon

Portland Public Schools

501 N. Dixon Street
Portland, OR 97227
503.916.3315

Texas

Deer Park ISD

2800 Texas Ave.
Deer Park, TX 77536
832.668.7061

***** THE PARTIES AGREE AND ACKNOWLEDGE THAT THIS EXHIBIT A MAY BE SUPPLEMENTED OR AMENDED, FROM TIME TO TIME, AND WITHOUT NEED FOR WRITTEN CONTRACT AMENDMENT, AS NECESSARY TO ADD OR REMOVE THE NAMES OF ELIGIBLE LEAD AGENCIES**



1Government Procurement Alliance

Member Contact Information

Dear 1GPA Member,

We want to take this opportunity to thank you for being a Member of the 1GPA Family! In order to serve you better, we want to be sure that we have the correct points of contacts on file. This will ensure that you are keeping your business and purchasing offices updated on all things 1GPA! We will send out notifications of potential/upcoming contracts, new contracts, cancelled contracts and contracts that have been rebid.

We look forward to serving you!

Business Office Point of Contact for 1GPA:

Name: _____

Title: _____

Entity: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Purchasing/Procurement Office Point of Contact (if different from above):

Name: _____

Title: _____

Entity: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Region 10 Education Service Center
Multi-Region Purchasing Cooperative
INTERLOCAL AGREEMENT

This Interlocal Agreement (hereinafter the "Agreement") is entered into by and between the agencies shown below as contracting parties for a single-year term, in accordance with the section entitled "Membership Term" below. The Member Contracting Entity (CE) shall be responsible for paying any vendors invoices for goods and services purchased by CE through the effective termination date.

Contracting Parties

<u>Region 10 Education Service Center</u> Fiscal Agent/Coordinating Entity	<u>057-950</u> County District Number	
<u>CRAWFORD - 150</u> District/Contracting Entity (CE)	<u>057-950</u> CE County District Number	<u>00681</u> TX-UNPS CE ID

STATEMENT OF SERVICE'S TO BE PERFORMED

The Region 10 Multi-Region Purchasing Cooperative (hereinafter the "R10MRPC") organizes and administers the child nutrition cooperative purchasing and commodity processing program for CEs located in the state of Texas. Authority for such service is granted by Section 8.053 of the Texas Education Code, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F, of the Texas Local Government Code. The goal of the cooperative is to obtain substantial savings on food service items through volume purchasing. The R10MRPC does not charge a membership fee.

MEMBERSHIP:

Membership is a single-year term in the R10MRPC. The R10MRPC procures a variety of formal, competitive requests for proposals (RFP's) to assist CEs with their fiscal budgetary needs. CEs have the option to commit to any bid(s) that best fits their needs. Members are required to select from a list of offered bids, which is seen as a commitment to purchase from the R10MRPC awarded vendor(s). Prior to the release of any formal solicitation, members are required to provide estimated quantities/forecast each product they plan to purchase on each bid selected, although R10MRPC makes no guarantees of quantities to any vendor. Currently the following formally procured bids are offered:

1. USDA Food for Further Processing (USDA Processed Commodities)
2. Full-Line Grocery Distributor (to include processed commodities)
3. Manufacturer Direct-to-District Delivery (commercial foods; approval required)
4. Small Wares
5. Kitchen Chemicals & Cleaning Products (products)
6. Sanitation System and Safety Training (services)
7. Fresh Meats and Produce
8. Fresh Bread
9. Milk-Full Service Delivery
10. Ice Cream Novelties
11. Chips and Snacks
12. Beverages (contained)
13. Dispensed Fruit Beverages

LIMITATION OF AGREEMENT:

The R10MRPC reviews this Agreement each year to ensure compliance with United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA) regulations. If, following such review, the R10MRPC discovers that any provision contained herein is not in accordance with USDA and TDA regulation, R10MRPC will have 30 days to make all necessary updates and require that each CE sign a new Agreement. If R10MRPC does not amend the provision within the given timeframe, the CE may terminate this agreement on 10 days' written notice to R10MRPC. Child Nutrition Federal Funds are governed by USDA and TDA, therefore, if any conflicts between the procurement requirements set forth in EDGAR and those required by TDA/USDA exist, those required by TDA/USDA will apply to any solicitations when CN Federal Funds will be used for purchasing.

GENERAL PROVISIONS:

1. The Parties agree to comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the procurement activities and programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
2. This Agreement shall be governed by the law of the State of Texas and venue for any dispute resolution shall be in the county in which the administrative offices of Region 10 ESC are located, which is currently Dallas County, Texas.
3. The R10MRPC reserves the right, but is not obligated, to add additional members and allow participation, because adding a CE may "materially changes the existing contract(s)" and, thereby, require rebidding of said contract(s). Consequently, the CE may not be permitted to participate in those affected contracts to avoid rebidding and possibly negatively affecting the membership in place at the time of the current contract(s) award. The membership of a new CE may become effective upon any new bids or rebids being awarded or as permitted at the sole discretion of the R10MRPC.
4. This Agreement and any addenda executed by the parties contains the entire agreement of the Parties hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of both Parties. Modifications may be required by law or regulation, which shall require action by the R10MRPC and the CE. Failure to act by either party, within a reasonable period, on legally required modifications shall constitute good cause to terminate this Agreement effective upon written notification to the other party.
5. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
6. Before any Party may resort to litigation, any claims, disputes, or other matters in question between the Parties to this Agreement shall be submitted to nonbinding mediation. The selection of the mediator shall be mutually agreed upon, and the costs for such mediation borne equally between the Parties.
7. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, directors, officers, employees, and agents, because of its execution of this Agreement or the performance of the functions and obligations set forth herein.

8. All parts of this Agreement, when executed by both Parties, are binding upon the Parties, and may be changed only by written agreement executed by authorized representatives of the Parties.

9. In accordance with USDA Federal Regulations and TDA Administrator's Reference Manual (ARM) Section 17, the R10MRPC is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for profit cooperative". Per ARM Section 17, R10MRPC is required to return "unanticipated profits" to the CE. This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members on a regular basis. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees set forth in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin ("unanticipated profit"), if any, shall be distributed to the R10MRPC's participating members by the Fiscal Agent.

10. This Agreement and any modification(s) may be executed in separate copies; however, the Agreement must be Board of Trustee approved and physically signed by both participating parties using a "physical signature." Electronic or typed signatures will not be accepted. This Agreement may be exchanged and/or transmitted electronically via fax or scanned email. Proof of Board approval acceptable to R10MRPC must be submitted along with completed and signed Agreement.

Membership Term. This Agreement shall be for a one-year term unless sooner terminated in accordance with the provisions of this Agreement. The conditions set forth in this Agreement shall apply to this single-year term. The Agreement year for each purchasing cooperative program commences on July 1st and will extend through June 30th of the following calendar year.

Membership Fees. No membership fee shall be directly charged to participating members of the R10MRPC.

The United States Department of Agriculture does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the R10MRPC is a fully self-funded entity through a "Vendor Participation Fee" on all commercial sales. This fee is collected directly from the awarded vendors in the fixed amount of .0085 for every \$1.00 of revenue. R10MRPC "does not charge" any fees to the Commodity Processors. All fees are used to cover expenses related to the administration and direct operation of the Cooperative. CEs, even though they may incur these fees indirectly, pay no direct fee to R10MRPC for participation.

The parties agree that the payments under this Agreement and any related exhibits and documents are amounts that fairly compensate Coordinating Entity for the services or functions to be performed under the Agreement.

Authorization to Participate. The R10MRPC and each CE represents and warrants, by the execution and delivery of the Interlocal Agreement, that they have obtained all requisite authority through governing board action to enter and perform the terms of this Agreement. Proof of Board approval acceptable to R10MRPC is required.

Cooperation and Access. Each party agrees that it will cooperate with any reasonable requests for information and/or records made by the other party. Each party reserves the right to audit the relevant records of the other party during

normal working hours. Any breach of this Article shall be considered material and shall make the Agreement subject to termination on ten (10) days written notice to the CE.

Primary and Secondary Contact. The CE agrees to appoint a primary and secondary contact who shall have express authority to represent and bind the CE, and R10MRPC will not be required to contact any other individual regarding program matters. Any notice to a primary or secondary contact shall be binding upon the CE. The CE reserves the right to change the contacts as needed by giving written notice to R10MRPC. Such notice is not effective until actual receipt by R10MRPC.

Defense and Prosecution of Claims. The CE authorizes the Fiscal Agent, only with respect to matters arising out of or contemplated by this Agreement: (1) to control the commencement, defense, intervention or participation in a judicial, administrative or other governmental proceeding; (2) to represent the R10MRPC in an arbitration, mediation, or any other form of alternative dispute resolution; (3) to represent the R10MRPC in any other appearance necessary to protect the rights of the R10MRPC relating to actions concerning any past or current CE, including any appearances and actions in litigation, claim or dispute; and (4) to engage legal counsel and appropriate experts that, in the Fiscal Agent's sole discretion, will assist with such defense or prosecution of any action or claim in matters arising out of this Agreement. The CE does hereby agree that any suit brought against R10MRPC, the Fiscal Agent, or a R10MRPC or Fiscal Agent employee or agent may be defended in the name of R10MRPC, Region 10 Education Service Center, or the CE by the counsel selected by the Fiscal Agent, in its sole discretion, or its designee, on behalf of and at the expense of the R10MRPC as necessary for the prosecution or defense of any litigation or claim. Full cooperation by the CE shall be extended to supplying any information needed or requested by the Fiscal Agent or R10MRPC in such prosecution or defense. Subject to specific revocation, the CE hereby designates the Fiscal Agent to act as a class representative on its behalf in matters arising out of this Agreement.

Governance. R10MRPC shall be governed by the Fiscal Agent's Board of Trustees (hereinafter the "Board") in accordance with applicable law and regulation. Procurement processes and procedures are governed by applicable law and regulation.

Limitations of Liability. The Fiscal Agent, its endorsers and servicing contactors, do not warrant that the operation or use of R10MRPC services will be uninterrupted or error free. The Fiscal Agent, its endorsers and servicing contractors, hereby disclaim any and all warranties, express or implied, regarding any information, product or service furnished under this Agreement, including without limitation, any and all implied warranties of merchantability or fitness for a particular purpose. The Parties agree that regarding all causes of action arising out of or relating to this Agreement, neither Party shall be liable to the other under any circumstances for special, incidental, consequential, or exemplary damages, even if it has been advised of the possibility of such damages.

Notice. Any written notice to the R10MRPC or the Fiscal Agent shall be made by: first class mail, postage prepaid and delivered to the Multi-Region Purchasing Cooperative, Region 10 Education Service Center, 400 E Spring Valley Rd, Richardson, TX 75081-1300; faxed to 972 348-1449, Attn: Keri Warnick (contact person); or emailed to keri.warnick@region10.org with a copy to sue.hayes@region10.org.

Acceptance of USDA Foods Sent for Further Processing. The R10MRPC, through the Fiscal Agent, is granted the right to issue a cooperative bid/proposal for the processing of selected commodity foods donated by participating members.

The R10MRPC, through the Fiscal Agent, is further granted the right to enter into a Contract for Services with the processor(s) receiving the processing award(s) for agreed upon processed end-products, for the purpose of executing a service agreement on behalf of participating members. Participating members will have the right and responsibility to accept the processed end-product(s) for the life of the contract between R10MRPC, through the Fiscal Agent, and the processor for all commodity foods donated to, and for which processing was subsequently procured through, the R10MRPC. Excess commodities may be distributed according to USDA or TDA regulation and guidance.

Certificate of Authority/FND-101 Form. The Texas Department of Agriculture (TDA) now requires each participating Contracting Entity (CE)/School District that plans to commit entitlement to the USDA processed commodity program, to submit an FND-101 form to allow their purchasing co-op access to view and enter commodity pounds into the participating member's TX-UNPS Food Distribution Program (FDP) account. An FND-101 form must be signed by the Superintendent or Authorized Person of the CE for each employee of the co-op. An FND-101 form needed for each R10MRPC/Fiscal Agent employee will be included with the Interlocal Bid Participation Agreement. Previously signed FND-101 forms signed and currently held at TDA are still active until the R10MRPC employee is no longer employed. At that time, R10MRPC will send a form to remove that employee from the CE's TX-UNPS file.

Payment for Goods. Each Party, paying for any goods or services under this Agreement or related to this Agreement, must pay for such goods and services from available current revenues only.

PARTY ROLES AND RESPONSIBILITIES:

Role of the R10MRPC, through the Fiscal Agent:

1. Provide for the organizational and administrative structure of the program.
2. Provide staff time necessary for efficient operation of the program.
3. Provide procurement trainings as group or on an individual basis if requested.
4. Provide guidance and assistance or templates for the school's Procurement Procedures Manual and Code of Conduct Manual if requested.
5. The R10MRPC shall coordinate the Competitive Procurement Process for all Awarded Contracts through use of the Formal Procurement method of Requests For Proposals (RFP).
6. The R10MRPC shall follow the local, State, and Federal procurement guidelines as listed below:
 - a. United States Department (USDA) Code of Federal Regulations (2 CFR) parts 200.318-200.327 and Appendix II
 - b. Texas Department of Agriculture's (TDA) Administrator's Reference Manual (ARM) Sections 16 and 17, 17a, 17b, and 17c
 - c. Requiring Board of Directors' approval on all R10MRPC bid award recommendations.
 - d. Texas Education Code 44.031 relating to purchasing contracts.
 - e. Education Department General Administrative Regulations (EDGAR) as the guidelines pertain to Purchasing Cooperatives' procuring on behalf of its CEs. Currently EDGAR refers and requires Child Nutrition Food Purchasing Cooperatives to adhere to 2 CFR 200.318-200.327
 - f. Form 1295 will be required to be filled out and filed with the Texas Ethics Commission by all awarded vendors and will be managed by the Fiscal Agent's Business Office.
7. Send solicitations for the Further Processing of USDA foods to all companies found on the TDA "Approved List of Vendors" without limitations.
8. Enter into a detailed agreement with distributors that provide the distribution of processed end-products containing USDA Foods that includes language to ensure proper resolution of errors such as data, pricing, product, reports, etc.
9. Do the following regarding USDA Foods:
 - a. Track and assist CEs with management of their USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements.
 - b. Assist CEs with Sales Verifications of end products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
 - c. Assist CEs with the utilization of carryover pounds to avoid swept inventory.
 - d. Provide CEs with information on commodity processing, including, but not limited to, anticipated delivery dates, product recalls or production issues, discontinued products, and replacement recommendations.
 - e. Make all surveys open to the CEs as surveys are opened by TDA.
 - f. Provide the list of commodity items to CEs for purposes of obtaining quantity requests. This is done using an online software program.
 - g. Receive quantity requests from CEs for commodity processing through district entries into the online software and prepare appropriate quantity totals by item.
 - h. Provide a delivery schedule, on behalf of each CE, for all selected USDA Foods for Further Processing to each processor and distributor based on information collected from each CE.

10. The R10MRPC assumes no responsibility for failure of delivery by vendors, however, the R10MRPC will assist all CEs with service and product quality issues to ensure all vendors adhere to the terms and conditions of the awarded contract.
11. Initiate and implement activities related to the bidding and vendor selection process. Competitive bidding procedures for Texas public schools using Child Nutrition federal funds will be strictly followed.
12. Provide CEs with procedures for ordering, delivery, and billing.
13. Mediate problems/concerns between vendors and CEs.
14. Provide CEs access to all records, reports, and documents to ensure rebates, discounts and other applicable credits will accrue to the CE.
15. Make available or provide easy access to all procurement documents created and received for each awarded RFP and vendor, as required and in compliance with State Agency Administrative and Procurement Reviews.
16. Act ethically always and in accordance with all federal, state, and local guidelines.

Role of the CE:

1. Commit to the General Provisions and Roles and Responsibilities of this Agreement by authorization of its governing body (School Board of Trustees) and by execution by an approved foodservice employee in the appropriate spaces on the attached form (physical signature copy must be provided to R10MRPC promptly following CE execution).
2. Designate a primary and secondary contact.
3. Commit to purchasing on selected bid categories on an as needed basis.
4. Provide an estimated quantity for each of the products desired through use of the online required software or as requested by the Program Coordinator during any single-year term of Participation.
5. Comply with all USDA and TDA regulations, including, but not limited to, Roles and Responsibilities for Further Processing of USDA Foods or any other Annual Agreement per USDA or TDA.
6. Prepare purchase orders issued to the appropriate vendor from the official award list provided by R10MRPC.
7. Accept shipments of products ordered from vendors in accordance with standard purchasing procedures.
8. Address product warranties and product qualities with manufacturer.
9. Pay vendors net amount due within agreed upon terms after receipt of a correct monthly statement.
10. Participate in bid evaluation committees for the bid's that the CE is utilizing. Evaluation committee meetings will include, but not be limited to, face-to-face group meetings, online voting, or any other form of participation as requested by the R10MRPC.
11. Act ethically always and in accordance with all Federal, State, and local guidelines, as well as R10MRPC Member Roles. The R10MRPC shares information with participating members that at times is considered confidential and proprietary. Members may be asked to sign Non-Disclosure Agreements and agree to adhere to the terms set forth in those agreements. Future membership in the R10MRPC may be jeopardized based on unethical handling of sensitive R10MRPC and/or vendor information.
12. Attend R10MRPC meetings and training classes to stay informed of the cooperative's processes and services offered. Training classes are specific to some of the "tools" offered by R10MRPC. Attending meetings and classes helps ensure your success as a CE in the R10MRPC.
13. Participates in a Member Advisory Committee through selection or appointment. The Member Advisory Committee is a small committee of R10MRPC participating members formed every 2 years. The Advisory Committee serves as the liaison for all participating members when a conflict or concern arises regarding R10MRPC, and annually reviews all procurement practices by the R10MRPC to ensure compliance in all areas.
14. The following roles will apply to participating members who commit entitlement dollars for the USDA processed commodity foods:
 - a. The CE shall access the Texas Unified Nutrition Program System (TX-UNPS) Food Distribution Program (FDP) Module on a regular basis to effectively manage USDA Foods entitlement, food requests, allocations, and as applicable, storage and delivery of USDA Foods from assigned state-contracted warehouse.
 - b. The CE shall track and manage USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements, i.e., inventory levels shall not exceed a six (6) month supply at any given time; access processor tracking systems (K12, ProcessorLink, Lunchline Inc., or other) on a regular basis; and report inventory issues to R10MRPC.
 - c. The CE shall conduct Sales Verifications of end-products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.

- d. The CE shall maintain copies of the original Child Nutrition ("CN") Label from the product, carton; or a photograph of the CN Label as it appears on the original product carton if available.
- e. The CE shall attend and/or access online trainings provided by TDA on the management of the USDA Foods program to obtain the latest information on the program.

BID PARTICIPATION SELECTIONS for SY 2022-2023

The following Bid Participation agreement, as an integrated part of the Agreement, is entered into by and between the District/CE, as indicated below, and Region 10 Multi-Region Purchasing Cooperative (R10MRPC) for participation in one or more of the R10MRPC awarded bids. This agreement is a single-term agreement effective July 1, 2022, through June 30, 2023.

The R10MRPC formally procures several competitive RFPs (Request For Proposal) on behalf of all participating members. Each CE member is required to complete this Bid Participation Agreement and forecast all planned products if they wish to purchase from any MRPC awarded bid during the term of this agreement.

To help the R10MRPC represent the most accurate information to potential bidders, **please place a check mark to the left of each bid listed below that you “plan” to use during the SY 2022-2023.** Each RFP is explained on the next page to assist you in the best decision as to which bid(s) best fit your needs. The R10MRPC does not guarantee any vendor that any item will be purchased, however, CE members should seriously consider each selected bid as member forecasting of each product planned is required prior to each bid release.

✓	Full-Line Grocery, NOI/FFS Distributor
✓	USDA Foods For Further Processing
✓	Milk: Full-Service Delivery
✓	Fresh Bread
✓	Ice Cream Novelties
✓	Beverages - Contained
	Manufacturer Direct-to-District (commercial foods) – requires MRPC approval

	Dispensed Fruit Beverages
✓	Chips & Snacks
✓	Fresh Meats and Produce
✓	Small Wares
✓	Kitchen Chemicals & Cleaning Supplies
	Sanitation Systems & Safety Training

Please attach a complete list of all campus sites that will receive delivery:

1. Campus name
2. Campus Address
3. Campus Phone Number
4. Campus County

Interlocal Agreement for SY 2022-2023 Signature and Authorization Form

By signing this page, the CE confirms entering into agreement with Region 10 Education Service Center, as the Fiscal Agent and Coordinating Entity for the R10MRPC, in accordance with all Agreement terms, Membership Roles and Responsibilities, and Bid Participation selection(s) as stated on pages 3-10 and indicated on page 11.

As of July 1, 2022, CRAWDALL-1SD and the Region 10 Education Service Center/Fiscal
District Name/Contracting Entity (CE)

As the authorized Agent for the Board of Trustees of CE, I do hereby execute and enter into this Interlocal Agreement, including Bid Participation, on behalf of CE and intend CE to be bound by the provisions set forth herein for a single-year term, unless otherwise terminated by either party in accordance with the terms set forth in the Agreement. Physical signatures are required, typed or digital signatures will not be accepted.

<u>CRAWDALL-1SD</u>	<u>MRPC 10</u>	<u>5,400</u>
District/CE Name	ESC Region	2021-2022 Enrollment
<u>9</u>	<u>KAUFMAN</u>	
# Of Participating Campuses	County/Countries in Which Campuses are Located	
<u>TIMOTHY DAVIS</u>	<u>X</u> <u>[Signature]</u>	<u>11/9/2021</u>
Printed Name: Primary Foodservice Contact	Signature: Primary Foodservice Contact	Date Signed
<u>TDAVIS@CRAWDALL-1SD.NET</u>		<u>972 427-6000 XT 5847</u>
Email: Primary Contact		Phone: Primary Contact
<u>Amy Mitchell</u>	<u>amitchell@crandall-isd.net</u>	
Printed Name: Secondary Foodservice Contact	Email: Secondary Foodservice Contact	
<u>972-427-6000 X 5882</u>		
Phone: Secondary Foodservice Contact		

Board of Director Approval: Signature or Attached Meeting Minutes are acceptable.

Printed Name: Authorized Board Director	Date Signed
<u>X</u>	
Signature: Authorized Board Director	Date Signed

Below Area: For Region 10 MRPC Use Only

	<u>Keri Warnick</u>	
R10MRPC Authorized Signature	R10MRPC Contact Person	Date Signed
<u>Program Coordinator</u>	<u>972-348-1448</u>	
Title of Contact Person	Office Phone	

RESOLUTION

STATE OF TEXAS) TO THE REGION VI
) EDUCATION SERVICE
) CENTER

WHEREAS, the Board of Trustees of *Crandall ISD, Crandall Texas*, pursuant to the authority granted by Texas Government Code §791, §2269, and Texas Education Code §44.031, desires to participate in the described purchasing cooperative offered by the Region VI Education Service Center, and in the opinion that by participating in this purchasing cooperative, is an efficient use of taxpayers' money through the anticipated savings to be realized; and

WHEREAS, the purchasing cooperative will allow the Public Agency to purchase a variety of products through its previously competitively procured proposals; and

WHEREAS, the Region VI Education Service Center, as established under Chapter 8 of the Texas Education Code, has assisted many educational institutions with a variety of needs and EPIC6 is an extension of those efforts;

NOW THEREFORE BE IT RESOLVED that the Crandall ISD requests a stated need for participation in:

[X] Educational Purchasing Interlocal Cooperative at Region 6 (EPIC6)

Whereby *Mike White* is authorized and directed to sign and deliver any and all necessary requests and documents in connection therewith for and on behalf of Crandall ISD.

I certify that the foregoing is a true and correct original Resolution duly adopted by the Crandall ISD and is filed on record at the EPIC 6 office.

In witness thereof, I have hereunto set my hand and affixed my official seal this 13 day of December, 2021.

By: _____
(Authorizing Signature)

Mike White -
(Printed Authorizing Name)

Chief Financial Officer
(Title)

This legal document will remain current on file until either party severs the agreement.

INTERLOCAL AGREEMENT
Region 6 Education Service Center (RESC 6)
TEXAS PUBLIC ENTITY OR LOCAL GOVERNMENT
(School, College, University, State, City, County, or Other Political Subdivision)

CRANDALL ISD/MIKE WHITE

TEXAS PUBLIC ENTITY / DISTRICT MEMBER

Region 6 Education Service Center

3332 Montgomery Road, Huntsville, TX 77340

County-District Number: 236-950

Texas Education Code §8.002 permits regional education service centers, at the direction of the Commissioner of Education, to provide services to assist school districts, colleges and universities in improving student performance and increasing the efficiency and effectiveness of school, college and university operations. In addition, authority is granted under Texas Government Code §§ 791.001 *et seq* as amended to enter into Interlocal agreements with said educational entities, as well as, other governmental entities and political subdivisions of Texas and other States. As authorized by applicable statutes and regulations, Cooperative Purchasing Services under this Agreement are extended to all Texas State, City or County Government Agencies, or any other Government Entity as defined in the Texas Government Code § 791.003.

This Interlocal Agreement (hereinafter the "Agreement") is effective December 13, 2021 and shall be automatically renewed unless either party gives sixty (60) days prior written notice of non-renewal. This Agreement may be terminated without cause by either party upon (60) days prior written notice, or may also be determined for cause at any time upon written notice stating the reason for and effective date of such terminations and after giving the affected party a thirty (30) day period to cure any breach.

Statement of Services to be Performed:

Region 6 Education Service Center, by this Agreement, agrees to provide cooperative purchasing services to the above-named public entity through a Program known as the Educational Purchasing Interlocal Cooperative (EPIC6).

The purpose of EPIC6 shall be to obtain substantial savings for any participating School District, University, College, Community College, City, County or Other Public Agencies through cooperative purchasing.

Property Co-ownership:

There shall be no real or personal property acquisition or co-ownership resulting from this agreement.

Roles of the EPIC6 Purchasing Cooperative:

1. Provide organizational and administrative structure of the Program.
2. Provide Administrative and Support Staff necessary for efficient operation of the EPIC6.
3. Provide marketing of the EPIC6 to expand membership, awarded contracts and commodity categories, excluding purchases by school food authorities and transactions

involving fund 240 and/or any other Child Nutrition funds provided by USDA or Texas Board of Agriculture.

4. Initiate and implement activities required for competitive bidding and vendor award process including posting, advertising, collecting proposals, scoring proposals, and awarding of vendor contracts.
5. Provide members with current awarded vendor contracts, instructions for obtaining quotes and ordering procedures.
6. Maintain filing system for all competitive bidding procedure requirements.
7. Provide Reports as requested.
8. Maintain active membership database for awarded vendors.
9. Provide EPIC6 training to members and vendors upon request.
10. Collect fees to finance the operation of the cooperative from awarded vendors based on the sales through the cooperative's contracts with the end users.

Role of the Public Entity:

1. Commit to participate in the program by an authorized signature on membership forms and approval of the governing body where required (e.g. required in Texas)
2. Designate a Primary Contact and Secondary Contact for entity.
3. Commit to purchase products and services from EPIC6 Vendors when in the best interest of the entity.
4. Submit a monthly report of purchases and /or copies of Purchase Orders to the EPIC6.
5. Accept shipments of products ordered from Awarded Vendors.
6. Process Payments to Awarded Vendors in a timely manner and according to Texas Law and contract agreement.
7. Include EPIC6 and appropriate contract number on you purchase order and/or contracts in which you utilize an EPIC6 contract.

General Provisions:

The Parties agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.

This Agreement shall be governed by the law of the State of Texas and venue shall be in Walker County, Texas, location of the administrative offices of RESC 6.

This Agreement contains the entire agreement of the Parties hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Parties.

If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.

The Parties to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such entity.

Before any party may resort to litigation, any claims, disputes or other matters in question between the Parties to this Agreement shall be submitted to nonbinding mediation unless otherwise agreed by the parties in writing at the time of the dispute.

No Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

This Agreement may be negotiated and transmitted between the Parties by electronic means or hard copy and the terms and conditions agreed are binding upon the Parties.

No electronic signatures are permitted, however a scanned wet signature transmitted electronically is permitted.

Authorization:

Region 6 Education Service Center and EPIC6 have entered into an Agreement to provide cooperative purchasing opportunities to public agencies and other legally eligible entities.

This Agreement was approved by the governing boards of the respective parties at meetings that were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551. (If required by the entity.)

The individuals signing below are authorized to do so by the respective parties to this Agreement.

Public Member Entity:

Purchasing Cooperative Lead Agency:

Crandall ISD

Region 6 Education Service Center

Entity or District Name

By: _____

By: _____

Authorized Signature

Authorized Signature

Title: Chief Financial Officer

Title: Executive Director Region 6 ESC

Date: December 13, 2021

Date: _____

Public Entity Contact Information

Ginger Sikes

Primary Purchasing Person Name

400 West Lewis St.

Street Address

Crandall, TX 75114

City, State Zip

972-427-6000

Telephone Number

972-427-6044

Fax Number

gsikes@crandall-isd.net

Primary Person Email Address

Lisa Andrews

Secondary Person Name

landrews@crandall-isd.net

Secondary Person Email Address

If your entity does not require you to have an Interlocal Agreement, please go to the EPIC 6 website and take advantage of online registration. The states of Texas and Arizona **do** require all entities to have an Interlocal Agreement. Other States or governmental jurisdictions may require an Interlocal agreement as well and you are advised to consult your legal counsel to determine the requirements for your entity.



MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

This Master Intergovernmental Cooperative Purchasing Agreement (the “**Agreement**”) is entered into by and between those certain government agencies that execute a Management Services Agreement (“**Lead Agencies**”) with Equalis Group LLC (“**Equalis Group**”) to be appended and made a part hereof and such other public agencies, non-profit organizations, and businesses (each a “**Purchasing Group Member**”) who register to participate in the cooperative purchasing programs administered by Equalis Group and its affiliates and subsidiaries (collectively, “**Equalis Group Purchasing Program**”) by either registering on an Equalis Group Purchasing Program website (such as www.equalisgroup.org) or by executing a copy of this Agreement.

RECITALS

WHEREAS, after a competitive solicitation and selection process conducted by Lead Agencies, Lead Agencies enter into master agreements (“**Master Agreements**”) with awarded suppliers to provide a variety of goods, products, and services (“**Products**”) to the applicable Lead Agency and Purchasing Group Members;

WHEREAS, Master Agreements are made available to Purchasing Group Members by Lead Agencies through the Equalis Group Purchasing Program and provide that Purchasing Group Members may voluntarily purchase Products on the same terms, conditions, and pricing as the Lead Agency, subject to any applicable federal and/or local purchasing ordinances and the laws of the State of purchase; and

WHEREAS, in addition to Master Agreements, the Equalis Group Purchasing Program may from time to time offer Purchasing Group Members the opportunity to acquire Products through other group purchasing agreements.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and of the mutual benefits to result, the parties hereto agree as follows:

1. Each party will facilitate the cooperative procurement of Products.
2. The procurement of Products by Purchasing Group Member party to this Agreement shall be conducted in accordance with and subject to the relevant federal, state, and local statutes, ordinances, rules, and regulations that govern Purchasing Group Member’s procurement practices.
3. The cooperative use of Master Agreements and other group purchasing agreements shall be conducted in accordance with the terms and conditions of such agreements, except as modification of those terms and conditions is otherwise allowed or required by applicable federal, state, or local law.
4. The Lead Agencies will make available, upon reasonable request and subject to convenience, information about Master Agreements which may assist in facilitating and improving the procurement of Products by the Purchasing Group Member.
5. Purchasing Group Member agrees that Equalis Group Purchasing Program may provide access to group purchasing organization (“**GPO**”) agreements directly or indirectly by enrolling Purchasing Group Member in another GPO’s purchasing program; provided that the purchase of Products shall be at Purchasing Group Member’s sole discretion.
6. Purchasing Group Member shall make timely payments to the distributor, manufacturer, or other vendor (each a “**Supplier**”) for Products procured and received through any Master Agreement or GPO group purchasing agreement (each an “**Equalis Agreement**”) in accordance with the terms and conditions of this Agreement and of the Equalis Agreement, as applicable.
7. Purchasing Group Member acknowledges and agrees that Equalis Group may receive fees (“**Administrative Fees**”) from Suppliers, which are typically calculated as a percentage of the dollar value of purchases made by Purchasing Group Member under an Equalis Agreement. Equalis Group’s standard Administrative Fees are two percent (2%) or less. Equalis Group shall provide Purchasing Group Member with access to a listing of Equalis Agreements that provide for the payment to Equalis of



Administrative Fee in excess of three percent (3%). Additionally, Equalis Group shall provide Purchasing Group Member with access to an annual report listing Purchasing Group Member's purchases of Products through Equalis Agreements and the associated Administrative Fees received by Equalis Group.

8. Purchasing Group Member agrees that Products purchased under Equalis Agreements are for Purchasing Group Member's own use in the conduct of its business, and in no event shall Purchasing Group Member sell, resell, lease, or otherwise transfer goods purchased through Equalis Agreements to an unrelated third party unless expressly permitted by the terms of the applicable Equalis Agreement.
9. Payment for Products and inspections and acceptance of Products ordered by Purchasing Group Member shall be the exclusive obligation of Purchasing Group Member. Disputes between Purchasing Group Member and any Supplier shall be resolved in accordance with the law and venue rules of the State of purchase unless otherwise agreed to by Purchasing Group Member and the Supplier. The exercise of any rights or remedies by Purchasing Group Member shall be the exclusive obligation of Purchasing Group Member.
10. Purchasing Group Member shall not use this Agreement or the terms and conditions of any Equalis Agreement as a method for obtaining additional concessions or reduced prices for similar products or services.
11. Purchasing Group Member shall be responsible for the ordering of Products under this Agreement. A non-procuring party shall not be liable in any fashion for any violation by a party procuring Products under this Agreement. To the extent permitted by law, the party procuring Products shall hold any non-procuring party harmless from any liability that may arise from action or inaction of the party procuring Products. Without limiting the generality of the foregoing, Equalis Group Purchasing Program makes no representations or warranties regarding any Product or Equalis Agreement and shall have no liability for any act or omission by a Supplier or other party under an Equalis Agreement.
12. This Agreement shall remain in effect unless terminated by one party giving thirty (30) days' written notice to the other party. The provisions of **Sections 5, 6, 7, 8, and 9** hereof shall survive any such termination.
13. If any term or provision of this Agreement is held invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.
14. This Agreement and the rights and obligations hereunder may not be assignable by either party hereto without the prior written consent of the other party, which consent shall not be unreasonably withheld, conditioned, or delayed, provided, however, that Purchasing Group Member and Equalis Group may assign their respective rights and obligations under this Agreement without the consent of the other party in the event either Purchasing Group Member or Equalis Group shall hereafter effect a corporate reorganization, consolidation, merger, merge into, sell to, or transfer all or substantially all of its properties or assets to another entity. Subject to the preceding sentence, this Agreement will be binding upon, inure to the benefit of, and be enforceable by the parties and their respective successors and assigns. Any instrument purporting to make an assignment in violation of this **Section 14** will be null and void.
15. This Agreement, together with any other documents incorporated herein by reference, constitutes the sole and entire agreement of the parties to this Agreement with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.
16. Equalis shall not be liable to Purchasing Group for any action, or failure to take action, of a Supplier in connection with the performance of Supplier's obligations under an Equalis Agreement.
17. Each party to this Agreement acknowledges it has read the Agreement and represents and warrants that it has the necessary legal authority and is legally authorized to execute and enter into this Agreement.
18. This Agreement shall take effect upon Purchasing Group Member (i) executing a copy of this Agreement, or (ii) registering on an Equalis Group Purchasing Program website.



The easiest way to complete this form is to visit: www.equalisgroup.org/member-registration. You may also fill out this form electronically, print and sign it, then scan and email the fully completed document to membership@equalisgroup.org.

Agency Information		
Agency Name:		
Agency Type:		
Agency Department:		
Street Address:		
City / St / Zip:		
Phone #:		
Federal Tax ID:		
Website URL:		

Primary Contact Information	
Name:	
Title:	
Phone #:	
Email:	
Which contract(s) are you interested in?:	

IN WITNESS WHEREOF, I hereby acknowledge, on behalf of _____, that I have read and agreed to the general terms and conditions set forth in the Equalis Group Master Intergovernmental Purchasing Agreement.

Authorized Signator	
Name:	
Title:	
Date:	

Signed: _____

Purchasing Solutions Alliance

a purchasing cooperative for public agencies



INTERLOCAL PURCHASING AGREEMENT

THIS INTERLOCAL AGREEMENT (“ILA”), made and entered into pursuant to the Texas Interlocal Cooperation Act, Chapter 791, Texas Government Code and Chapter 271, Subchapter F of the Texas Local Government Code (together, the “Acts”), and other similar, applicable laws of other states, by and between the Purchasing Solutions Alliance, hereinafter referred to as “PSA,” having its principal place of business in Bryan, Texas, and _____, a local government, a state agency, or a non-profit corporation created and operated to provide one or more governmental functions and services, hereinafter referred to as “Cooperative Member,” having its principal place of business in _____(city), _____(state).

WHEREAS, PSA is a cooperative purchasing program of the Brazos Valley Council of Governments, a regional planning commission and political subdivision of the State of Texas operating under Chapter 391, Texas Local Government Code and as such is authorized to contract with eligible entities to perform governmental functions and services, including the purchase of goods and services; and

WHEREAS, PSA is duly authorized to contract with eligible entities under the Acts; and

WHEREAS, Cooperative Member has represented that it is an eligible entity under the applicable laws of its state, that its governing body has authorized this Agreement and that it desires to contract with PSA on the terms set forth below;

NOW, THEREFORE, PSA and the Cooperative Member do hereby agree as follows:

ARTICLE 1: LEGAL AUTHORITY

The Cooperative Member represents and warrants to PSA that it is eligible to contract with PSA under the Acts for the purposes recited herein because it is one of the following: a local government, as defined in the Acts (a county, a municipality, a special district, or other political subdivision of its state, or a combination of two or more of those entities, a state agency, or a non-profit corporation created and operated to provide one or more governmental functions and services, and it possesses adequate legal authority to enter into this Agreement.

ARTICLE 2: APPLICABLE LAWS

PSA and the Cooperative Member agree to conduct all activities under this Agreement in accordance with all applicable rules, regulations, and ordinances and laws in effect or promulgated during the term of this Agreement.

ARTICLE 3: WHOLE AGREEMENT

This Agreement and any attachments, as provided herein, constitute the complete agreement between the parties hereto, and supersede any and all oral and written agreements between the parties relating to matters herein.

ARTICLE 4: PERFORMANCE PERIOD

This Agreement shall be effective when signed by the last party whose signing makes the Agreement fully executed and will remain in full force and effect for one (1) year. This Agreement shall automatically renew for successive one-year terms unless sooner terminated in accordance with the

provisions of this Agreement. The conditions set forth below shall apply to the initial term and all renewals. Notwithstanding this provision, any party may modify or terminate this Agreement as provided in Article(s) 7 or 8.

ARTICLE 5: SCOPE OF SERVICES

The Cooperative Member appoints PSA its true and lawful purchasing agent for the purchase of certain products and services. All purchases hereunder shall be in accordance with federal statutes and procedures governing competitive bids and competitive proposals as denoted in 2 CFR Part 200 and in accordance with specifications and contract terms established by PSA, and at the prices available and published by PSA. Ownership (title) to products purchased through contracts awarded pursuant to the PSA program shall transfer directly from the contractor to the Cooperative Member. Nothing in this Agreement shall prevent the Cooperative Member from purchasing and/or accepting and awarding bids, proposals and contracts subject to this Agreement on its own behalf.

ARTICLE 6: PAYMENTS

Upon delivery of goods or services purchased and presentation of a properly documented invoice, the Cooperative Member shall promptly, and in any case within thirty (30) days, pay the vendor and/or contractor the full amount of the invoice. All payments for goods or services will be made from current revenues available to the paying party. In no event shall PSA have any financial liability to the Cooperative Member for any goods or services Cooperative Member procures through the PSA program.

ARTICLE 7: CHANGES AND AMENDMENTS

This Agreement may be amended only by a written amendment executed by both parties, except that any alternations, additions, or deletions to the terms of this Agreement which are required by changes in Federal and State law or regulations are automatically incorporated into this Agreement without written amendment hereto and shall become effective on the date designated by such law or regulation. PSA reserves the right to make changes in the scope of products and services to be performed hereunder.

ARTICLE 8: TERMINATION PROCEDURES

PSA or the Cooperative Member may cancel this Agreement at any time upon thirty (30) days written notice by certified mail to the other party to this Agreement. The obligations of the Cooperative Member, including obligations to pay any vendor or contractor for all goods and/or services purchased under this Agreement, shall survive such cancellation, as well as any other obligation incurred under this Agreement, until performed or discharged by the Cooperative Member.

ARTICLE 9: SEVERABILITY

All parties agree that should any provision of this Agreement be determined to be invalid or unenforceable, such determination shall not affect any other term of this Agreement, which shall continue in full force and effect.

ARTICLE 10: FORCE MAJEURE

To the extent that either party to this Agreement shall be wholly or partially prevented from the performance within the term specified of any obligation or duty placed on such party by reason of or through strikes, stoppage of labor, riot, fire, flood, acts of war, insurrection, accident, order of any court, act of God, or specific cause reasonably beyond the party's control and not attributable to its neglect or nonfeasance, in such event, the time for the performance of such obligation or duty shall be

suspended until such disability to perform is removed; provided, however, force majeure shall not excuse an obligation solely to pay funds.

ARTICLE 11: CONSENT TO SUIT

Nothing in this Agreement will be construed as a waiver or relinquishment by either party of its right to claim such exemptions, privileges and immunities as may be provided by law.

ARTICLE 12: MISCELLANEOUS

a. This Agreement has been made under and shall be governed by the laws of the State of Texas. Venue and jurisdiction of any suit or cause of action arising under, or in connection with, this Agreement shall lie exclusively in Brazos County, Texas.

b. The persons executing this Agreement hereby represent that they have authorization to sign on behalf of their respective entities.

c. This Agreement and the rights and obligations contained herein may not be assigned by either party without the prior written approval of the other party to this Agreement.

THIS INSTRUMENT HAS BEEN EXECUTED BY THE PARTIES HERETO AS FOLLOWS:

**Purchasing Solutions Alliance
Brazos Valley Council of Governments
3991 East 29th St.
Bryan, Texas 77802**

Name of Cooperative Member

Mailing Address

City, State, ZIP Code

Brazos Valley Council of Governments,
Executive Director or Designee

Name & Title of Primary Contact Person

Signature of Executive Director or Designee

Telephone

Date: _____

E-mail Address

Susan Lightfoot
Attest: PSA Program Manager

Authorized by (Printed Name and Title)

Attest: _____
Signature of PSA Program Manager

Authorized by (Signature)

Date: _____

Date: _____



Crandall Independent School District
Board of Trustees

Board Meeting Date: December 13, 2021
Agenda Item: Monthly Financial Reports
Agenda Section: N/A
Administrator Responsible: 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 NOVEMBER 30, 2021**

		Amended Budget	YTD Rev / Exp	Percent Rev / Exp
Revenue:				
5700	Local & Intermediate Sources	13,182,729	951,476	7.2%
5800	State Program Revenue	33,588,687	12,044,146	35.9%
5900	Federal Program Revenue	100,000	26,177	26.2%
	Total Revenues	46,871,416	13,021,799	27.8%
 Appropriations:				
11	Instruction	25,330,173	7,165,237	28.3%
12	Library & Media Services	671,757	200,051	29.8%
13	Curriculum & Staff Development	833,830	276,920	33.2%
21	Instructional Leadership	708,364	163,496	23.1%
23	School Leadership	3,109,646	800,245	25.7%
31	Guidance, Counseling & Evaluations Serv	1,603,245	398,990	24.9%
32	Social Services	100,023	24,078	24.1%
33	Health Services	627,132	166,194	26.5%
34	Student Transportation	2,556,271	658,442	25.8%
36	Co-Curricular & Extra Curricular Activities	1,709,569	420,008	24.6%
41	General Administration	2,137,130	617,525	28.9%
51	Maintenance & Operation	4,034,356	1,073,919	26.6%
52	Security & Monitoring Services	420,017	118,274	28.2%
53	Data Processing Services	1,078,424	424,691	39.4%
61	Community Services	176,586	2,231	1.3%
81	Facilities Acquisition & Construction	4,866,550	686,254	14.1%
99	Other Intergovernmental Charges	150,000	61,742	41.2%
	Total Appropriations/Expenditures	50,113,073	13,258,295	26.5%
 Net Change in Fund Balance		 (3,241,657)	 (236,496)	
Fund Balance - September 1 (Beginning)		14,071,626	10,888,932	
 Fund Balance - August 31 (Ending)		10,829,969	10,652,436	

CRANDALL ISD
856406.76
FOOD SERVICE FUND 240
MONTH ENDING NOVEMBER 30, 2021

		<u>Amended</u> <u>Budget</u>	<u>YTD</u> <u>Rev / Exp</u>	<u>Percent</u> <u>Rev / Exp</u>
Revenue:				
5700	Local & Intermediate Sources	746,228	102,936	13.8%
5800	State Program Revenue	11,852	600	0.0%
5900	Federal Program Revenue	1,411,052	890,600	63.1%
	Total Revenues	2,169,132	994,135	45.8%
Appropriations:				
35	Food Services	2,154,132	723,077	33.6%
51	Maintenances	15,000	230	1.5%
	Total Appropriations/Expenditures	2,169,132	723,306	33.3%
Net Change in Fund Balance		-	270,829	

**CRANDALL INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE
INTEREST & SINKING
MONTH ENDING NOVEMBER 30, 2021**

	<u>Amended Budget</u>	<u>YTD Rev / Exp</u>	<u>Percent Rec / Exp</u>
Revenue:			
5700 Local & Intermediate Sources	7,558,203	458,332	6.1%
5800 State Program Revenue	1,423,600	1,628,853	114.4%
Total Revenues	8,981,803	2,087,185	23.2%
Appropriations:			
71 Debt Services	8,981,803	1,300	0.0%
Total Appropriations/Expenditures	8,981,803	1,300	0.0%
Net Change in Fund Balance	-	2,085,885	

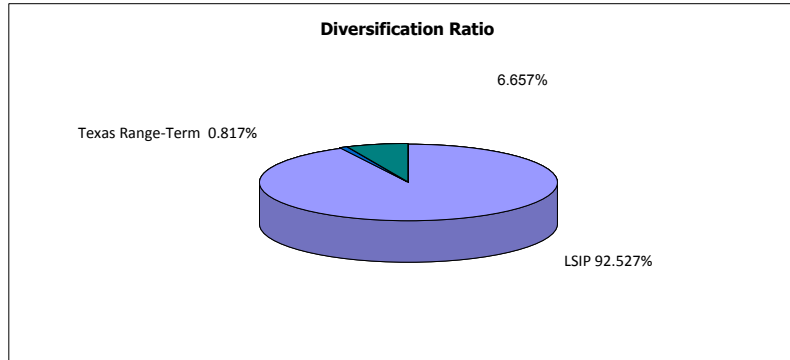
**Tax Collection Report
Month Ending November 30, 2021**

MAINTENANCE AND OPERATIONS															
	<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	\$ 477,610.01										\$ 510,403.13	\$ 12,806,729.00	3.99%
PRIOR YR	\$ 13,167.17	\$ 3,719.16	\$ 291,566.21										\$ 308,452.54	\$ 85,000.00	362.89%
PEN & INT	\$ 5,497.75	\$ 3,891.45	\$ 1,408.52										\$ 10,797.72	\$ 60,000.00	18.00%
TOTAL	\$ 45,196.88	\$ 13,871.77	\$ 770,584.74	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 829,653.39	\$ 12,951,729.00	6.41%

INTEREST AND SINKING															
	<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	\$ 273,859.02										\$ 292,604.36	\$ 7,000,000.00	4.18%
PRIOR YR	\$ 6,577.00	\$ 1,934.79	\$ 150,899.21										\$ 159,411.00	\$ 300,000.00	53.14%
PEN & INT	\$ 3,026.20	\$ 2,064.81	\$ 767.86										\$ 5,858.87	\$ 158,203.00	3.70%
TOTAL	\$ 24,769.51	\$ 7,578.63	\$ 425,526.09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 457,874.23	\$ 7,458,203.00	6.14%

MONTHLY INVESTMENT REPORT
November 30, 2021

		Average Annualized Interest Rate	Diversification Ratio	November 1, 2021 Beginning Balance	Increases to Cash	Decreases to Cash	Interest	November 30, 2021 Ending Balance
Lone Star Investment Pool	General Operating			15,374,508.04	3,770,562.79	(3,846,569.81)	748.11	15,299,249.13
	Debt Service			5,133,522.44	2,054,379.09		276.84	7,188,178.37
	Construction			37,452,120.77		(3,752,000.00)	1811.07	33,701,931.84
	% Funds Available invested in LSIP	0.0500%	92.527%	57,960,151.25	5,824,941.88	(7,598,569.81)	2,836.02	56,189,359.34
TexPool	General Operating			0.00				0.00
	Debt Service			0.00				0.00
	% Funds Available invested in Logic	0.0000%	0.000%	0.00				0.00
Texas Range-Term	General Operating - TexasDAILY	0.002%		\$ 248,889.22				248,889.22
	General Operating - CD Program	0.350%		\$ 247,000.00				247,000.00
	% Funds Available invested in Texas CLASS	0.8500%	0.817%	495,889.22		-		495,889.22
American National Bank	General Operating	0.120%		1,550,180.47	9,236,627.92	(9,550,674.95)	104.71	1,236,238.15
	Payroll Clearing	0.120%		725,286.09	3,502,302.27	(3,420,712.77)	57.30	806,932.89
	Debt Service	0.120%		2,807.74	1,628,853.00	(1,629,253.00)	0.22	2,407.96
	Black and Gold	0.120%		-				0.00
	Student Activity	0.120%		185,589.92	24,510.53	(7,487.30)	17.92	202,631.07
	Construction	0.000%		469,086.75	3,752,000.00	(2,427,018.33)	153.18	1,794,221.60
	Workers Comp	0.000%		1.00	302.00	(302.00)	0.01	1.01
	% Funds Available invested in Bank of Texas		6.657%	2,932,951.97	8,907,967.80	(7,484,773.40)	228.63	4,042,432.68
Fund Totals	General Operating			17,420,577.73	13,007,190.71	(13,397,244.76)		17,031,376.50
	Activity			185,589.92	24,510.53	(7,487.30)	17.92	202,631.07
	Workers Comp			1.00	302.00	(302.00)	0.01	1.01
	Debt Service			5,136,330.18	5,399,415.79	(5,381,253.00)	1,811.29	7,190,586.33
	Construction			37,921,207.52	3,752,000.00	(6,179,018.33)	1,964.25	35,496,153.44
	Payroll Clearing			725,286.09	3,502,302.27	(3,420,712.77)	57.30	806,932.89
	GRAND TOTAL			61,388,992.44	25,685,721.30	(28,386,018.16)	3,851	60,727,681.24



Note to Board of Trustees:

All investments for month end for 11/30/2021 have been made in compliance with board policy and the Public Funds Investment Act.

Mike White
CFO