

# 2015-16 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **W A MARTIN EL**

Campus Number: **129901101**

This page intentionally left blank.

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Performance**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2016	73%	85%	<b>86%</b>	*	94%	89%	-	*	-	*	*	85%	92%
Mathematics	2016	75%	86%	<b>83%</b>	*	81%	89%	-	*	-	*	*	78%	75%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2016	75%	84%	<b>80%</b>	*	59%	87%	-	-	-	-	*	75%	*
Mathematics	2016	73%	74%	<b>75%</b>	*	71%	77%	-	-	-	-	*	72%	71%
Writing	2016	69%	82%	<b>78%</b>	*	65%	83%	-	-	-	-	*	72%	71%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2016	81%	86%	<b>81%</b>	*	82%	84%	-	-	-	*	*	76%	67%
Mathematics	2016	86%	89%	<b>87%</b>	71%	82%	92%	-	-	-	*	*	79%	67%
Science	2016	74%	84%	<b>76%</b>	71%	76%	76%	-	-	-	*	*	68%	56%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	79%	<b>81%</b>	62%	76%	85%	-	*	-	80%	31%	76%	71%
Reading	2016	73%	78%	<b>83%</b>	54%	78%	87%	-	*	-	*	*	79%	75%
Mathematics	2016	76%	79%	<b>82%</b>	62%	78%	86%	-	*	-	*	50%	76%	71%
Writing	2016	69%	76%	<b>78%</b>	*	65%	83%	-	-	-	-	*	72%	71%
Science	2016	79%	85%	<b>76%</b>	71%	76%	76%	-	-	-	*	*	68%	56%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	44%	<b>37%</b>	*	25%	42%	-	*	-	*	*	31%	*
Reading	2016	46%	49%	<b>39%</b>	46%	30%	42%	-	*	-	*	*	38%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Performance**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Mathematics	2016	43%	40%	<b>46%</b>	*	43%	50%	-	*	-	*	*	40%	33%
Writing	2016	41%	45%	<b>40%</b>	*	46%	39%	-	-	-	-	*	46%	*
Science	2016	47%	54%	<b>37%</b>	*	*	43%	-	-	-	*	*	30%	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	15%	<b>17%</b>	*	9%	22%	-	*	-	*	*	13%	10%
Reading	2016	17%	16%	<b>19%</b>	*	11%	22%	-	*	-	*	*	15%	*
Mathematics	2016	19%	14%	<b>19%</b>	*	11%	24%	-	*	-	*	*	13%	18%
Writing	2016	15%	12%	<b>16%</b>	*	*	20%	-	-	-	-	*	19%	*
Science	2016	16%	17%	<b>10%</b>	*	*	16%	-	-	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>63%</b>	*	64%	62%	-	-	-	*	*	62%	66%
Reading	2016	60%	58%	<b>61%</b>	*	65%	60%	-	-	-	*	*	62%	68%
Mathematics	2016	63%	54%	<b>65%</b>	*	63%	65%	-	-	-	*	*	62%	64%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>16%</b>	*	16%	18%	-	-	-	*	*	16%	24%
Reading	2016	16%	15%	<b>14%</b>	*	21%	12%	-	-	-	*	*	16%	28%
Mathematics	2016	17%	12%	<b>19%</b>	*	12%	25%	-	-	-	*	*	16%	20%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	40%	<b>35%</b>	*	*	33%	-	-	-	-	*	38%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Performance**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	73%	73%	<b>65%</b>	*	50%	74%	-	-	-	*	*	58%	*
<b>Students Requiring Accelerated Instruction</b>														
	2016	27%	27%	<b>35%</b>	*	50%	26%	-	-	-	*	*	42%	67%
<b>STAAR Cumulative Met Standard</b>														
	2016	80%	86%	<b>81%</b>	*	82%	84%	-	-	-	*	*	76%	67%
<b>STAAR Met Standard (Non-Proficient in Previous Year)</b>														
<b>Retained in Grade 5</b>														
	2016	45%	*	*	*	-	-	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	77%	79%	<b>78%</b>	71%	68%	84%	-	-	-	*	*	71%	56%
<b>Students Requiring Accelerated Instruction</b>														
	2016	23%	21%	<b>22%</b>	*	32%	16%	-	-	-	*	*	29%	*
<b>STAAR Cumulative Met Standard</b>														
	2016	85%	89%	<b>87%</b>	71%	82%	92%	-	-	-	*	*	79%	67%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 549  
 Grade Span: EE - 05  
 (Current Year ELL Students)

		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 ELL
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2016	75%	79%	<b>81%</b>	-	-	-	-	-	70%	69%	75%	*	70%	71%
Reading	2016	73%	78%	<b>83%</b>	-	-	-	-	-	74%	71%	83%	*	74%	75%
Mathematics	2016	76%	79%	<b>82%</b>	-	-	-	-	-	70%	71%	*	*	70%	71%
Writing	2016	69%	76%	<b>78%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
Science	2016	79%	85%	<b>76%</b>	-	-	-	-	-	56%	56%	-	-	56%	56%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2016	45%	44%	<b>37%</b>	-	-	-	-	-	*	*	-	*	*	*
Reading	2016	46%	49%	<b>39%</b>	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	40%	<b>46%</b>	-	-	-	-	-	*	*	-	*	*	33%
Writing	2016	41%	45%	<b>40%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2016	47%	54%	<b>37%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2016	18%	15%	<b>17%</b>	-	-	-	-	-	10%	*	42%	*	10%	10%
Reading	2016	17%	16%	<b>19%</b>	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	14%	<b>19%</b>	-	-	-	-	-	19%	*	*	*	19%	18%
Writing	2016	15%	12%	<b>16%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2016	16%	17%	<b>10%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	62%	56%	<b>63%</b>	-	-	-	-	-	67%	66%	70%	-	67%	67%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 549  
 Grade Span: EE - 05  
 (Current Year ELL Students)

		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 ELL
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
Reading	2016	60%	58%	<b>61%</b>	-	-	-	-	-	67%	*	*	-	67%	67%
Mathematics	2016	63%	54%	<b>65%</b>	-	-	-	-	-	67%	*	*	-	67%	67%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	17%	13%	<b>16%</b>	-	-	-	-	-	25%	18%	50%	-	25%	25%
Reading	2016	16%	15%	<b>14%</b>	-	-	-	-	-	29%	*	*	-	29%	29%
Mathematics	2016	17%	12%	<b>19%</b>	-	-	-	-	-	21%	*	*	-	21%	21%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2016	35%	40%	<b>35%</b>	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Participation**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	<b>88%</b>	100%	72%	96%	-	*	-	100%	81%	82%	63%
Not Included in Accountability													
Mobile	4%	6%	<b>12%</b>	0%	28%	4%	-	*	-	0%	19%	18%	37%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Attendance and Postsecondary Readiness**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2014-15	95.7%	96.3%	<b>95.8%</b>	96.1%	96.5%	95.6%	-	*	-	97.6%	94.5%	95.4%	97.9%
2013-14	95.9%	96.8%	<b>96.8%</b>	96.7%	97.7%	96.6%	*	*	-	*	96.7%	96.5%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Profile**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Campus -----</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	549	100.0%	3,443	5,284,252
Students by Grade:				
Early Childhood Education	14	2.6%	0.4%	0.2%
Pre-Kindergarten	94	17.1%	2.7%	4.2%
Kindergarten	90	16.4%	8.7%	7.1%
Grade 1	66	12.0%	7.7%	7.8%
Grade 2	67	12.2%	7.6%	7.8%
Grade 3	81	14.8%	7.3%	7.7%
Grade 4	66	12.0%	7.5%	7.5%
Grade 5	71	12.9%	7.3%	7.5%
Grade 6	0	0.0%	7.6%	7.4%
Grade 7	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	6.1%	6.7%
Grade 12	0	0.0%	6.2%	6.1%
Ethnic Distribution:				
African American	39	7.1%	10.9%	12.6%
Hispanic	160	29.1%	22.1%	52.2%
White	339	61.7%	64.0%	28.5%
American Indian	0	0.0%	0.6%	0.4%
Asian	1	0.2%	0.6%	4.0%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	9	1.6%	1.8%	2.1%
Economically Disadvantaged	328	59.7%	44.2%	59.0%
Non-Educationally Disadvantaged	221	40.3%	55.8%	41.0%
English Language Learners (ELL)	92	16.8%	7.8%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	1.5%	1.4%
At-Risk	191	34.8%	37.7%	50.1%
Mobility (2014-2015)	71	19.9%	12.5%	16.5%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Profile**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Student Information</b>	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	18.3%	10.5%	1.9%	0.0%	15.8%	8.2%
Grade 1	6.4%	3.6%	4.1%	25.0%	8.3%	7.4%
Grade 2	1.6%	2.6%	2.7%	0.0%	10.5%	3.4%
Grade 3	1.7%	2.0%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.4%	0.9%	0.0%	6.3%	1.0%
Grade 6	-	0.0%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	3.7%	0.9%
Grade 8	-	0.0%	0.8%	-	4.5%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.5	21.0	18.9
Grade 1	22.0	21.7	19.1
Grade 2	22.3	21.5	19.1
Grade 3	20.5	21.1	19.1
Grade 4	22.0	21.7	19.0
Grade 5	23.7	22.8	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.0	17.1
Foreign Languages	-	19.8	19.1
Mathematics	-	20.8	18.1
Science	-	22.3	19.1
Social Studies	-	19.1	19.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Profile**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.4	100.0%	100.0%	100.0%
Professional Staff:	35.2	72.6%	67.8%	64.3%
Teachers	29.1	60.0%	54.1%	50.5%
Professional Support	4.1	8.4%	8.5%	9.8%
Campus Administration (School Leadership)	2.0	4.1%	3.5%	2.9%
Educational Aides:	13.3	27.4%	12.0%	9.6%
Total Minority Staff:	6.2	12.9%	11.3%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	5.2%	10.1%
Hispanic	0.0	0.0%	4.7%	26.0%
White	28.1	96.6%	88.6%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.4%	0.7%	1.1%
Males	2.8	9.7%	18.7%	23.5%
Females	26.2	90.3%	81.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.3%	1.0%
Bachelors	25.1	86.2%	78.0%	74.7%
Masters	4.0	13.8%	19.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	12.4%	8.1%
1-5 Years Experience	10.9	37.6%	33.2%	27.3%
6-10 Years Experience	6.3	21.7%	22.7%	21.7%
11-20 Years Experience	9.8	33.8%	19.7%	27.3%
Over 20 Years Experience	1.0	3.4%	12.1%	15.7%
Number of Students per Teacher	18.9	n/a	16.1	15.2

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Profile**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	7.9	8.5	10.9
Average Years Experience of Teachers with District:	4.7	4.5	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,125	\$40,282	\$45,507
1-5 Years Experience	\$44,828	\$45,300	\$47,996
6-10 Years Experience	\$46,171	\$46,577	\$50,459
11-20 Years Experience	\$48,805	\$49,682	\$53,794
Over 20 Years Experience	\$54,621	\$58,831	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$46,777	\$47,461	\$51,891
Professional Support	\$60,629	\$61,107	\$61,145
Campus Administration (School Leadership)	\$61,855	\$69,329	\$75,654
Instructional Staff Percent:	n/a	67.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 Campus Profile**

Total Students: 549  
 Grade Span: EE - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	91	16.6%	7.7%	18.3%
Career & Technical Education	0	0.0%	25.5%	24.3%
Gifted & Talented Education	12	2.2%	3.2%	7.7%
Special Education	41	7.5%	7.8%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.8%	5.9%
Career & Technical Education	0.0	0.0%	5.4%	4.4%
Compensatory Education	5.0	17.2%	3.9%	2.9%
Gifted & Talented Education	0.0	0.0%	0.5%	1.9%
Regular Education	22.1	75.9%	76.3%	72.6%
Special Education	2.0	6.9%	9.6%	8.8%
Other	0.0	0.0%	2.5%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/  
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '###' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

# **2016-17 Campus Improvement Plan**

## **W. A. Martin Elementary School**

School Name

## **Crandall Independent School District**

District Name

## Table of Contents

Mission Statement .....	4
The State of Texas Public Education Mission and Academic Goals .....	5
Schoolwide Components.....	6
Comprehensive Needs Assessment.....	7
Student Performance Data.....	14
2015-16 Reading STAAR Results .....	14
2015-16 Writing STAAR Results .....	15
2015-16 English I STAAR Results .....	15
2015-16 English II STAAR Results .....	16
2015-16 Mathematics STAAR Results .....	16
2015-16 Algebra I STAAR Results .....	17
2015-16 Science STAAR Results .....	17
2015-16 Biology STAAR Results .....	17
2015-16 Social Studies STAAR Results .....	17
2015-16 U.S History STAAR Results.....	18
Goals and Strategies.....	19
Reading/Language Arts .....	19
Mathematics .....	21
ESL.....	22
Highly Qualified.....	23
Campus Climate and Culture .....	24
At-Risk Student Achievement .....	25
Title I .....	27
State and Federal Compliance .....	32

GT students achievement .....	34
Summary of Expenditures in this Plan.....	37
Total Allocations and Expenditures by Funding Source .....	37
Total Expenditures by Object Type .....	38
Total Expenditures by Object Type and Funding Source .....	39
Assurance Addendum .....	40
Local Requirements .....	40
CPOC Membership and Meetings .....	41
Legal Requirements .....	42
Plan Requirements.....	45
Staff Development .....	46

## Mission Statement

### **Crandall Independent School District's Mission Statement**

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

### **W. A. Martin Elementary School's Mission Statement**

Martin Elementary is an exceptional environment where children learn, explore, and grow together. We are committed to creating a learning environment where children excel academically as well as socially and emotionally. It is our belief that all individuals should be treated with dignity and respect. Our dedicated faculty and staff strive to develop positive relationships with students and their parents in order to maintain our primary focus-what is best for our students.

## **The State of Texas Public Education Mission and Academic Goals**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **The State of Texas Public Education Goals**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **The State of Texas Public Education Objectives**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Title I, Part A**  
**Schoolwide Components**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## W. A. Martin Elementary School Campus Improvement Plan

### Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at W. A. Martin Elementary School conducted a comprehensive needs assessment for the 2016-17 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at W. A. Martin Elementary School include 35.2 teachers, 13.2 paraprofessionals, and 2 administrators. The student population is 61.7% White, 7.1% African American, 29.1% Hispanic, 0.2% Asian, and 0% Native American. Additionally, the campus serves 59.7% economically disadvantaged students, 7.5% special education students, and 16.8% Limited English Proficient students. Attendance rates include 95.8% African American, 96.1% Hispanic, 96.5% White, and 95.6% economically disadvantaged. The most current data indicate the campus has a 19.9% mobility rate.

The following data were reviewed in relation to campus demographics:

- Enrollment increases continue each year
- Class size increases/waivers required
- Sub population percentages
- ECD enrollments numbers
- Mobility rate

Upon review of these data, several findings were noted. These findings include:

- The Hispanic student population has been steadily increasing over the past two years.
- ECD numbers increase each year and Martin continues to qualify for Title I funds
- Our special education percentage has decreased slightly over the past year.
- Subpopulations of White and Hispanic continue to qualify to be counted on the TEA Accountability report

Areas of need include:

- Attendance Rate Goal for all demographic areas: 97%
- Continue to promote Martin's Pride
- Continue to improve Pre-K attendance
- Continuing focus on our Hispanic and ECD student populations

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:

- STAAR 3-5
- DRA results K-2
- CBA Results

End of year math assessments for K-2  
TTM and Istation results  
Success of interventions including mentoring

Upon review of these data, several findings were noted. These findings include:  
A gap exists between 2nd grade performance and 3rd grade STAAR performance.  
5th grade Math and Reading STAAR results performing above State, but slightly below District standards  
Our Hispanic population performed higher than the State average in Math and Reading  
Our African American population continues to be a very small sub pop largely affecting passing rates  
Our ECD population performed higher than the State in all areas except for science.  
African American Reading (54%) and Math (62%) continue to lag behind Hispanic and White sub-pops  
Upper elementary grade students performing below standards have phonics skills deficits

Areas of need include:  
Phonics instruction improvement (K-2)  
Increase the expectations of 2nd grade teachers and students  
Content PLC's  
Weekly Think Tank meetings  
Essential Elements of Instruction weekly focus  
Math fluency, computation, and basic skills automaticity  
A lesson cycle model for all teachers to guide instruction and increase the level of fidelity in teaching the TEK objectives on a daily basis.  
Increased ESL instructional strategies and staff support

### **School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:

Staff Retreat - Barnum and Bailey Circus  
You Matter Culture focus  
Wall of Worth Board  
Faculty Meetings  
Martin's Pride  
Monthly Staff Luncheons  
Martin Staff Popcorn coverage  
Sonic Drink Delivery  
Christmas Cookie Delivery  
Pirate Principles  
Teacher of the Month  
Staff Member of the Month  
Employee of the Month  
Teacher Appreciation Week  
STAAR Pep Assemblies

Fun Runs - Turkey Trot, Reindeer Run,  
Read Across America Day  
Lunch On the Lawn  
Administrative Professionals Recognition Day  
National Nurses' Day  
Staff Christmas Ornament Exchange  
Staff Affirmation Bags  
November Food Drive  
Christmas Angel Tree Sponsorship  
District Christmas Celebration  
Bucket Fillers - Announcements and Friday Assemblies  
Event Committees  
Office Staff Meetings  
EIT/RTI Meetings  
PLC meetings  
Weekly Office Meetings  
Staff Advisory Committee  
Student Advisory Committee - Lunch Bunch  
Principals Pirate Club  
Discipline Referrals reviewed  
Parent Advisory Committee feedback encourage  
Campus Improvement Committee feedback

Upon review of these data, several findings were noted. These findings include:

Procedures and routines are in place and reviewed to promote a safe and healthy school environment

Staff Affirmations are given at every Friday assembly

Students of the Month are recognized from every grade level once a month at Friday assemblies

Teachers, Staff Members, and Employees of the Month are recognized at Martin as well as at monthly school board meetings

Parent

Areas of need include:

Teacher/Employee School Recognition/Affirmation

Overall Communication

Event Committee Follow-up

Office Staff Meetings

Campus Leadership Team Meetings

EIT/RTI Meetings

Genius Hour Participation - Liberating Genius Book study

Weekly Grade Level meetings - improve consistency

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

The Martin staff is 100% highly qualified.

Each new teacher is assigned a mentor to support, encourage, and guide daily instruction.

Staff team building events

Beginning of the year staff retreat

Recognition throughout the year including affirmations

New teachers meet with the instructional coach many times throughout the month

Walkthroughs

PDAS evaluations

Upon review of these data, several findings were noted. These findings include:

We hired the following new teachers to add or replace teaching staff:

Pre-K Bilingual - 1

Kindergarten - 1

First Grade - 2

Second Grade - 1

Third Grade - 3

Fourth Grade - 1

Fifth Grade - 1

Music - 1

Art - 1

Sped - 1

The instructional coaching position is a huge asset and will be utilized to increase teacher quality and student achievement.

Staff loved our team building visit to the circus

Quality staff retention is always a high priority

Areas of need include:

Continue to improve instruction at all grade levels.

Increase Walkthroughs by Principal, Assistant Principal, and Instructional Coach

Implementation of the T-TESS program for all admin and teachers.

Meet consistently with new teachers to provide support, encouragement, and gain insight on ways to better support them.

Meet weekly with all teaching staff at Think Tank meetings to discuss Essential Elements of Instruction, Lesson plan design, and student data and assessment

### **Family and Community Involvement**

The following data were reviewed in relation to Family and Community Involvement:

Meet the Teacher Night

Back to School Night

WatchDOG Pizza Night

Big Kahuna Fundraiser

Friday Assemblies  
Spotlight Class Presentations  
Veteran's Day Assembly  
Donuts with Dads  
Muffins with Moms  
Fall Festival  
Perot Science Night at Martin  
Red Ribbon Week  
Turkey Trot  
Parent/Teacher Conferences  
CIP Meetings  
UIL  
Santa Pictures  
Jingle Bell Run  
Homecoming Parade  
1st, 3rd, 5th grade musicals  
100th Day of School Celebration  
Valentine's Parties  
Christmas Parties  
Father/Daughter Dance  
Mother/Son Event  
Grandparents' Bingo Night  
Head Start Family Events  
Martin/District Art Shows  
Book Fairs  
Grade Level Field Trips  
Volunteer Appreciation Luncheon  
Class Picnics  
Field Day  
Awards Assemblies  
Yearbook  
Kindergarten Circus  
Kindergarten Round-up  
Head Start Graduation  
Pre-K Water Day  
Special Olympics Attendance  
Approved Volunteers' Fast Pass  
Monthly Parent Advisory Meetings  
Effectiveness of Home Visits  
Family and Community Engagement Survey was conducted  
Number of parent volunteers (PTO and WatchDOGS)  
Church partnership - multiple children sent home each week with backpacks to ensure food for the weekend

Upon review of these data, several findings were noted. These findings include:

WatchDOG Dad Members/Scheduled

PTO Volunteers/Members

PTO Meetings

Friday Assembly Attendance - Raptor Sign In

We have high participation for the family events such as Fall Festival and Family Fun Night, but attendance at more curriculum-based events continues to lag.

Parent involvement is high at Friday Assemblies due to recognition of students for bucket fillers, students of the month, and class performances.

Areas of need include:

Increased Participation at all events

Increased WatchDOG program participation

Increase CIP Parent/Community participation

Increase Monthly Parent Advisory Committee participation

### **Curriculum and Instruction**

The following data were reviewed in relation to Curriculum and Instruction:

Kilgo Analysis

Lesson Plan Reviews

CBA/Benchmark Data Analysis

STAAR Data Analysis

Vertical Planning

End of Year math assessments K-2

Walk-through data

PDAS

Upon review of these data, several findings were noted. These findings include:

Math instruction is not meeting expectations with a lack of success with math computation skills

Inconsistency with both guided reading and phonics instruction (K-3)

Rigor and complexity of daily instruction must increase

Martin Met standard in all areas

Martin STAAR scores exceeded state average in all areas except for 5th Science

Areas of need include:

Aligning instruction with posted TEKS using Kilgo methodology

Uniform Lesson Planning Cycle

Grade Level/Subject Area Unit Planning

Formative Assessment

Increased Critical Thinking and Questioning - Essential Elements of Instruction

Critical Writing in all subject areas - Short Constructed Responses each 6 weeks

We need to strengthen our quality of instruction. We are going to introduce the Essential Elements of Instruction or EEI. We will present at the beginning of the year and discuss with each grade level at their weekly grade level meetings.

ESL instruction - pull out and inclusion models

Utilize MAP testing data to drive instruction and identify students with the highest levels of need

### **Context**

The following data were reviewed in relation to Context:

Master Schedule

Enrollment Increases

AEC - Academic Excellence Committees

CIP Committee meetings

45 minute Intervention Time Schedules and

In-School Tutoring Program - Spring - Math and Reading - 3rd, 4th, and 5th grades

Common Assessment development

Parent Advisory Committee Suggestions

Inclusion Schedule

Upon review of these data, several findings were noted. These findings include:

Increasing to a 45 minute Intervention block allows for Tier 2 and 3 services to be provided without most students missing regular classroom instruction

Inclusion schedule still in need of better coordination so that we maximize students' instructional support at all grade levels

In-School Tutoring budget line item in order to prepare for state assessments

High opportunity for staff input and involvement in campus and district advisory committees

Areas of need include:

Weekly Grade Level Meetings - Principal, Assistant Principal and Instructional Coach will attend

PLC meetings - Math/Writing, Reading/Writing, Science/Writing, Technology

EEI discussions during grade level meetings - Focus on one element each week, and discuss incorporation into daily lessons

Team Leader Meetings - meet at least once a month, use more to communicate with teaching teams.

Launching staff advisory committee meetings

Additional receptionist to accommodate increased enrollment

### **Technology**

The following data were reviewed in relation to Technology:

Success of BYOD program

Number of devices checked out to all classrooms, K-5

Focus on enhancement, not replacement with technology use (SAMR model)

Level of staff confidence and proficiency to integrate technology into daily instruction

Upon review of these data, several findings were noted. These findings include:  
 BYOD provides a device for many students, but the size and quality of the device determines the level of effectiveness with instruction  
 Opportunities for student creations in relationship to TEK concepts continue to increase  
 We have at least 3 iPads per classroom, K-5, plus the BYOD devices brought by students  
 Teacher proficiency with technology has increased to improve the value of technology integration.

Areas of need include:

We need more devices for students to use to support our existing BYOD program  
 We need continued training for staff to increase their knowledge of meaningful, relevant, and appropriate technology integration

### Student Performance Data

2015-16 Reading STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	3	77					66	86			17	22	
	4	65					52	80			13	20	
	5	69					56	81			8	12	
Asian	3	1					1	100			1	100	
Black/African-American	3	5					2	40			1	20	
	4	1					1	100			0	0	
	5	7					4	57			1	14	
Hispanic/Latino	3	21					19	90			2	10	
	4	16					9	56			2	13	
	5	22					18	82			1	5	
White	3	47					42	89			13	28	
	4	48					42	88			11	23	
Two or More Races	5	2					2	100			0	0	

**2015-16 Reading STAAR Results**

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
LEP (Current)	3	11					10	91			0	0	
LEP (2nd Year Monitored)	4	1					1	100			1	100	
Economically Disadvantaged	3	43					37	86			8	19	
	4	32					24	75			6	19	
	5	38					29	76			2	5	

**2015-16 Writing STAAR Results**

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	4	65					50	77			10	15	
Black/African-American	4	1					1	100			1	100	
Hispanic/Latino	4	16					10	63			1	6	
White	4	48					39	81			9	19	
LEP (2nd Year Monitored)	4	1					1	100			1	100	

**2015-16 English I STAAR Results**

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

**2015-16 English II STAAR Results**

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

**2015-16 Mathematics STAAR Results**

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	3	77					64	83			11	14	
	4	65					49	75			15	23	
	5	69					60	87			9	13	
Asian	3	1					1	100			0	0	
Black/African-American	4	1					1	100			0	0	
	5	7					5	71			1	14	
Hispanic/Latino	3	21					18	86			0	0	
	4	16					11	69			1	6	
	5	22					18	81			1	5	
White	3	47					41	87			10	21	
	4	48					37	77			14	29	
	5	38					35	92			7	18	
Two or More Races	3	3					2	67			1	33	
	5	2					2	100			0	0	
LEP (Current)	3	11					8	73			0	0	
LEP (2nd Year Monitored)	4	1					1	100			0	0	

2015-16 Mathematics STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	3	43						34	79			4	9
	4	32						23	72			4	13
	5	38						30	79			3	8

2015-16 Algebra I STAAR Results													
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended		
			#	%	#	%	#	%	#	%	#	%	

2015-16 Science STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2015-16 Biology STAAR Results													
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended		
			#	%	#	%	#	%	#	%	#	%	

2015-16 Social Studies STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

**2015-16 U.S History STAAR Results**

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

## Goals and Strategies

**Subject Area:** Reading/Language Arts

**District Priority:**

**Campus Performance Objective:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

**Formative Evaluation:** CBA, DRA, IStation Reading

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 MAP Testing	Principal Assistant Principal Instructional Coach Counselor	Monthly	Reading Intervention Grids Meeting Schedule/Agendas	CBA data STAAR results	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
2 Kilgo	Principal Assistant Principal Instructional Coach	Daily	Posted TEKS using Kilgo Methodology Lesson Plans in Forethought PLC Meetings	CBA Data STAAR Results	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
3 Daily 5/Guided Reading	Principal Assistant Principal Instructional Coach	Daily	Guided Reading Documentation Daily 5 Observations Daily 5 Training with Instructional Coach Teacher Schedules	CBA DRA STAAR	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
4 Flexible Grouping Instruction	Principal Assistant Principal Instructional Coach	Daily	Walkthrough Documentation Master Schedule	CBA STAAR	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
5 Be Vocabulous Environment	Principal Assistant Principal I Coach	Weekly	School Environment Announcements Walkthroughs	CBA STAAR DRA	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
6 Effective Phonics Instruction Implementation	Principal Assistant Principal Instructional	Daily	Walkthrough documentation Lesson Plans	CBA DRA	Map Testing Benchmarks Common					1,2,3,4,5,7,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
	Coach				Assessments					
7 Increased Writing Instruction in all subject areas	Principal Assistant Principal Instructional Coach	Daily	Walkthrough documentation Lesson Plans Kemah Writing	CBA STAAR	Map Testing Benchmarks Common Assessments SCR's					1,2,3,4,5,7,8,9,10
8 In School Accelerated Instruction Block	Principal Assistant Principal Instructional Coach	Daily	Walkthrough documentation Lesson Plans	MAP STAAR Benchmark	Map Testing Benchmarks Common Assessments					1,2,3,4,5,7,8,9,10
9 District Staff Development	Principal Assistant Principal Instructional Coach	Weekly	Walkthrough documentation Lesson PLans Observations							1,2,3,4,5,7,8,9,10

## Goals and Strategies

**Subject Area:** Mathematics

**District Priority:**

**Campus Performance Objective:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 MAP Testing	Principal Assistant Principal Instructional Coach Counselor	Monthly	Math Intervention Grids Math Scenario Grids Meeting Schedule/Agendas	CBA STAAR	Formative Summative					1,2,3,4,5,7,8,9,10
2 Kilgo	Principal Assistant Principal Instructional Coach	Daily	Posted Objectives using Kilgo methodology Lesson Plans in Forethought	CBA STAAR	Formative Summative					1,2,3,4,5,7,8,9,10
3 Flexible Grouping Instruction	Principal Assistant Principal Instructional Coach	Daily	Walkthrough Documentation Master Schedule Think Through Math In School Tutorials	CBA STAAR	Formative Summative					1,2,3,4,5,7,8,9,10
4 Daily Math Computation/Fluency	Principal Assistant Principal Instructional Coach	Daily	Lone Star Learning Walkthrough Documentation Excel Math Think Through Math	CBA STAAR Lone Star Learning Excel Math Algebra Readiness	Formative Summative					1,2,3,4,5,7,8,9,10
5 Create a Math-Rich Environment	Principal Assistant Principal Instructional Coach	Weekly	School Environment Observation Announcements	CBA STAAR	Formative Summative					1,2,3,4,5,7,8,9,10

## Goals and Strategies

**Subject Area:** ESL

**District Priority:**

**Campus Performance Objective:** All limited English proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 ESL supplemental certified teachers support ESL students by incorporating the ELPS.	Principal ESL Coordinator ESL Teachers	Daily	Lesson Plans Walkthrough Documentation	CBA STAAR DRA TELPAS	Formative Summative					1,2,3,4,5,7,8,9,10
2 Implementation of technology resources provided by ESL funding	Principal ESL Coordinator ESL Teachers	Daily	Lesson Plans Walkthrough documentation	MAP STAAR DRA TELPAS	Formative Summative					1,2,3,4,5,7,8,9,10
3 ELL students will be included in tutorials sessions	Principal ESL Coordinator ESL Teachers	Weekly	Tutorials Schedule	MAP STAAR DRA TELPAS	Formative Summative					1,2,3,4,5,7,8,9,10
4 Be Vocabulous	Principal ESL Coordinator ESL Teachers	Daily	Walkthrough Documentation Announcements Visual Word Walls	MAP STAAR DRA TELPAS	Formative Summative					1,2,3,4,5,7,8,9,10
5 ESL Inclusion	Principal ESL Coordinator ESL Teacher	Daily	Walkthrough documentation Observations Student data	MAP STAAR Benchmark Common Assessments TELPAS						1,2,3,4,5,7,8,9,10

## Goals and Strategies

**Subject Area:** Highly Qualified

**District Priority:**

**Campus Performance Objective:** All students will be taught by highly qualified teachers.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Ensure that strategies to attract and retain highly qualified teachers are formulated and implemented. [strategies to attract highly qualified teachers, instruction by highly qualified teachers]	Principal Asst Supt. HR Assistant Principal I Coach	yearly	TAPR Report Highly Qualified Report	Increased student achievement in the core content	Summative					1,2,3,4,5,8,9,10
2 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all students. [effective and timely assistance to students, reform strategies, comprehensive needs assessment, instruction by highly qualified teachers]	Principal Asst. Supt. HR Assistant Principal I Coach	Spring - Summer	TAPR Report	Increased student achievement in the targeted core content	Summative					1,2,3,4,5,8,9,10
3 District Job Fair	Asst. Supt HR Principals Assistant Principal I Coach Job Fair Committee	Spring - April 2	Interview Schedule and Documentation	Increased student achievement in the core content	Summative					1,2,3,4,5,8,9,10
4 Retain Highly Qualified Instructional Staff	Principal Assistant Principal I Coach	Yearly	Martin Staff List	Increased student achievement in the core content Increased percentage of staff retention	Summative					1,2,3,4,5,8,9,10

## Goals and Strategies

**Subject Area:** Campus Climate and Culture

**District Priority:**

**Campus Performance Objective:** All students will be educated in learning environments that are safe, drug-free and conducive to learning.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 The emergency crisis plan will be reviewed and revised as needed.	Principal Assistant Principal Teachers	Yearly review Implemented Daily	Safety Drills Schedule	Safe	Formative Summative					1,2,3,8,9,10
2 The student code of conduct will be followed and student behavior standards will be taught to reduce incidents of violent and disruptive behavior.	Assistant Principal Principal	Weekly	Skyward Discipline Documentation	Number of Discipline Referrals	Formative Summative					1,2,3,8,9,10
3 Student discipline will be monitored by setting discipline goals and monitoring procedures.	Assistant Principal Principal Counselor Teachers	Weekly	Mentoring Luncheons Practice Academy	Number of Discipline Referrals	Formative Summative					1,2,3,8,9,10
4 The district bullying policy will be followed and plan will be implemented.	Assistant Principal Counselor Principal Teachers	Weekly	Faculty Meeting Agenda District-Wide Bullying forms completion	End of Year Discipline Report	Formative Summative					1,2,3,8,9,10
5 All staff will be trained in child abuse reporting procedures, reduction of bullying, dating violence, and sexual harassment.	Counselors Assistant Principal Principals Teachers	Weekly	District Compliance Videos Staff Meeting Agenda	District Compliance Video Completion List	Formative Summative					1,2,3,8,9,10
6 All staff and students will participate in all drug-free activities during Red Ribbon Week.	Counselor Principal Assistant Principal Teachers	Yearly	Red Ribbon Week Schedule	End of Year Discipline Report	Formative Summative					1,2,3,8,9,10

## Goals and Strategies

**Subject Area:** At-Risk Student Achievement

**District Priority:**

**Campus Performance Objective:** Use State Compensatory Education funds appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Organize effective acceleration activities to insure success for at-risk students with state assessments both during the school year and in the summer.	Principal Assistant Principal I Coach Teachers	Weekly	Improvement in STAAR scores for at-risk students	STAAR CBA DRA	Formative Summative					1,2,3,4,6,7,8,9,10
2 Provide proactive activities and supports, including personnel, to help at-risk students master the curriculum and to reduce the dropout rate.	Principal Assistant Principal I Coach Counselor Teachers	Weekly	Improvement in at-risk student grades and reduction in failure rates	STAAR CBA DRA Attendance Reports	Formative Summative					1,2,3,4,6,7,8,9,10
3 Provide dyslexic students with supports and programs.	Principal Assistant Principal Dyslexia Teachers	Weekly	Improvement of STAAR scores and grades for dyslexic students	STAAR STAAR A CBA DRA	Formative Summative					1,2,3,4,6,7,8,9,10
4 Acceleration will be provided for students who did not pass STAAR exams.	Principal Assistant Principal I Coach	Yearly	STAAR 2014-15 scores	Summer School STAAR	Summative					1,2,3,4,6,7,8,9,10
5 Provide at-risk students with supplies and materials that will assist them in accessing the curriculum	Principal Assistant Principal I Coach	Weekly	AR student grade improvement and failure rate reduction	STAAR Grade Reports	Formative Summative					1,2,3,4,6,7,8,9,10
6 Provide technology for at-risk students that will assist them in accessing the curriculum	Principal Assistant Principal I Coach Teachers	Weekly	Improvement in AR student grades and reduction in failure rates	STAAR IStation Reading Reports Think Through Math Reports CBA Grade Reports	Formative Summative					1,2,3,4,6,7,8,9,10
7 Provide programs for at-risk students that will give them additional assistance with state	Principal Assistant Principal I Coach	Weekly	Improvement in AR student grades	STAAR CBA Grade Reports	Formative Summative					1,2,3,4,6,7,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
assessments and the general curriculum.			Think Through Math Reports iStation Reading Reports							
8 Provide African American students with supports and programs to increase reading success	Principal Assistant Principal I Coach	Weekly	IStation Reading Reading Lab	DRA STAAR Common Assessments Benchmarks MAP Testing	Improvement in STAAR scores for African American students					1,2,3,4,6,7,8,9,10

## Goals and Strategies

**Subject Area:** Title I

**District Priority:**

**Campus Performance Objective:** Use Title funds effectively to benefit students.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Use the campus staff development plan to help teachers grow and improve the delivery of the curriculum.	Principal Assistant Principal I Coach	Monthly	Improvement in delivery of instruction and student learning as measured by benchmarks	Walkthrough Documentation STAAR CBA Increased Levels of	Formative Summative					1,2,3,4,5,6,8,9,10
2 Utilize TEKS alignment facilitators to work with teachers to deliver the curriculum more effectively.	Principal Assistant Principal I Coach	Weekly	Student progress improvement in core curriculum as measured by benchmarks	Posted Objectives Scope and Sequence Walkthrough documentation STAAR CBA	Formative Summative					1,2,3,4,5,6,8,9,10
3 Develop a program and plan to encourage parents to be involved and informed.	Principal Assistant Principal I Coach	Monthly	Increase in parent involvement and in parent satisfaction	Parent Volunteer Data WatchDOGS data CIP Data Parent Advisory Committee Parent Participation at school events	Summative					1,2,3,4,5,6,8,9,10
4 Increase the number of ELLs graduating on the recommended plan.	Principal Assistant Principal I Coach ESL Coordinator Teachers	Yearly	Increased percentage of ELLs graduating on recommended plan	Student Progress Index	Summative					1,2,3,4,5,6,8,9,10
5 Increase the overall graduation rate of LEP students.	Principal Assistant Principal I Coach ESL Coordinator Teachers	Yearly	Increased graduation percentage of ELLs	Student Progress Index	Summative					1,2,3,4,5,6,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
6 All staff serving ELLs will receive training in sheltered instruction.	Asst. Supt. Curriculum Principal ESL Coordinator	Yearly	Improvement in student grades and lowered failure rates	PD Documentation	Summative					1,2,3,4,5,6,8,9,10
7 Campus LPAC teams will receive LPAC training.	LPAC campus administrator, ESL Coordinator	Yearly	Compliance with LPAC procedures	LPAC Meeting Documentation	Summative					1,2,3,4,5,6,8,9,10
8 Use ESL teachers to support general education teachers in better delivery of core curriculum and teaching strategies.	Principal ESL teachers ESL Coordinator Assistant Principal I Coach	Daily	Student success and growth in benchmark scores	STAAR CBA DRA Walkthrough Documentation	Formative Summative					1,2,3,4,5,6,8,9,10
9 Identify migrant students and help them to succeed in the regular school program.	Principal District Migrant Liaison Assistant Principal Counselor	Yearly	Student success with core curriculum	STAAR CBA DRA Mentoring Documentation	Formative Summative					1,2,3,4,5,6,8,9,10
10 Identify homeless students through the Campus Homeless Liaison and work with the district liaison to provide supplemental support to students identified under McKinney-Vento. [coordination and integration]	Principal Assistant Principal Counselor	Yearly	Achievement of identified homeless students	STAAR CBA DRA Mentoring Documentation	Formative Summative					1,2,3,4,5,6,8,9,10
11 A plan for increasing parent involvement will be written and implemented.	Principal Assistant Principal	Monthly	Increase in parent involvement and parent satisfaction	CIP Meeting Documentation School Events Attendance Volunteers Documentation WatchDOGS documentation	Formative Summative					1,2,3,4,5,6,8,9,10
12 Transition activities will be provided for students and parents transitioning from one campus to another (elementary to middle, middle to high, etc.), PreK to kindergarten, and from program to program (bilingual to ESL, etc.) [transition, coordination and integration]	Principal	weekly	Improvement as measured by surveys/sign in sheets							1,2,3,4,5,6,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
13 Grade level and content specific collaboration opportunities will be provided for teachers to increase student achievement. Supplemental pay and/or substitute costs will be provided. [coordination and integration, teachers making decisions regarding academic assessments, reform strategies]	Principal	weekly	Student scores increase on state assessments							1,2,3,4,5,6,8,9,10
14 Supplemental instructional materials will be provided to teachers and students targeting areas of need based on student data. [effective and timely assistance to students, reform strategies]	Principal	weekly	Increased student achievement in the targeted core areas							1,2,3,4,5,6,8,9,10
15 Provide opportunities for students to extend their learning through before/after school tutoring, Saturday School, Science Camps and additional supplemental learning opportunities. [effective and timely assistance to students, reform strategies, comprehensive needs assessment]	Principal	daily	Increased student achievement in the targeted core content							1,2,3,4,5,6,8,9,10
16 A committee of parents, teachers, and students will review the campus Parent Involvement Policy and Parent School Compact annually. [strategies to increase parent involvement, coordination and integration]	Principal	quarterly	Updated campus involvement plan							1,2,3,4,5,6,8,9,10
17 Provide numerous opportunities for parents to be active participants in their child's learning through activities such as Family Health Night, Math & Literacy Night, etc. as well as increasing communication through take home folders and student planners. [strategies to increase parent involvement, transition]	Principal	monthly	Increased parent satisfaction on parent/student survey							1,2,3,4,5,6,8,9,10
18 Annually survey parents, students, staff, and community	Principal	monthly	Survey results							1,2,3,4,5,6,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
stakeholders in order to continually improve the overall academic program. [comprehensive needs assessment, reform strategies]										
19 Provide opportunities for parents and community to attend Parent Education classes offered through the Community Education Office and Curriculum Department. [reform strategies, comprehensive needs assessment]	Principal	monthly	Increased parent participation							1,2,3,4,5,6,8,9,10
20 Insure that strategies to attract and retain highly qualified teachers are formulated and implemented. [strategies to attract highly qualified teachers, instruction by highly qualified teachers]	Principal		Increased student achievement in the core content							1,2,3,4,5,6,8,9,10
21 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all students. [effective and timely assistance to students, reform strategies, comprehensive needs assessment, instruction by highly qualified teachers]	Principal		Increased student achievement in the targeted core content							1,2,3,4,5,6,8,9,10
22 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students. [coordination and integration, reform strategies]	Principal		Efficient use of funds that result in effective programs for students							1,2,3,4,5,6,8,9,10
23 Instructional technology will be enhanced, supplemented, and repaired as necessary to ensure the ongoing use of technology in the classroom. [effective and timely assistance to students, reform strategies, strategies to attract highly qualified teachers]	Principal		Efficient use of funds that result in effective programs for students							1,2,3,4,5,6,8,9,10
24 Computer Labs will be utilized or supplement instruction and	Principal		Increased student achievement in							1,2,3,4,5,6,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
provide acceleration for at risk learners. [effective and timely assistance to students, reform strategies, comprehensive needs assessment]			targeted areas							
25 Continue to provide digital library and media resources to students and staff. [coordination and integration, reform strategies]	Principal		Increase in usage of digital library resources							1,2,3,4,5,6,8,9,10

## Goals and Strategies

**Subject Area:** State and Federal Compliance

**District Priority:**

**Campus Performance Objective:** Meet all state and federal requirements.

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources			Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	
1 Students must attend at least 90% of the days a class is offered in order to receive credit.	Attendance committee	weekly	90% or above attendance rate for each student	student attendance	truancy court filings, corrective action plans implementation and success				1,2,3,4,5,6,7,8,9,10
2 Unexcused absences will be strictly monitored and addressed.	Attendance principal	daily	Decrease in truancy court filings	parent phone calls campus addendum prevention measures implemented corrective action plan implemented	truancy court filings, corrective action plans implementation and success				1,2,3,4,5,6,7,8,9,10
3 A plan will be implemented to prevent truancy to minimize referrals to the truancy courts.	Attendance principal	daily	Decrease in truancy court filings	corrective action plans implemented parent phone calls improved student to staff relationships	truancy court filings, corrective action plans implementation and success				1,2,3,4,5,6,7,8,9,10
4 A plan to increase attendance will be developed and implemented that includes both proactive elements and state compliance actions.	Attendance principal	daily	Attendance percentage increase	corrective action plans implemented parent phone calls improved student to staff relationships	truancy court filings, corrective action plans implementation and success				1,2,3,4,5,6,7,8,9,10
5 The use of technology as an instructional and administrative tool will be promoted.	Principal	weekly technology integration	Teacher use of technology in instruction and for administrative use	increased use of technology integration by teacher and student					1,2,3,4,5,6,7,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)		
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount			
6	Ensure district-provided coordinated school health program is implemented to include physical education, classroom, food service and family components.	SHACK committee	daily integration	SHACK End-of-year data							1,2,3,4,5,6,7,8,9,10	
7	Ensure all students are engaged in moderate to vigorous physical activity at least 60% of the time during PE class.	PE Teachers	lesson plans, daily observations	Fitness Gram and walkthrough data indicating %age of moderate to vigorous activity	Fitness Gram and walkthrough data indicating %age of moderate to vigorous activity	Fitness Gram results observations, lesson plans						1,2,3,4,5,6,7,8,9,10
8	Ensure physical fitness assessment is administered to 100% of students in physical education classes and athletics.	Principal	testing window	Fitnessgram campus report showing 100% compliance	Fitness Gram testing conducted with fidelity	100% compliance of participation on Fitness Gram						1,2,3,4,5,6,7,8,9,10
9	Use EIT and the RTI process to address needs of students and teachers.	Principal	daily tracking progress monitoring	Fewer SpEd referrals/few failing grades/fewer behavior referrals	implement interventions and strategies to increase student achievement and establish an effective system of support for struggling learners	Fewer SpEd referrals fewer failing grades fewer behavior referrals						1,2,3,4,5,6,7,8,9,10
11	Campus will decrease the number of students taking STAAR Alt. to 1%.	Principal	monthly	1% taking STAAR Alt.	interventions and strategies to increase student achievement and establish an effective system of support for struggling learners, mentoring program, after school tutorials reading lab math lab enrichment block services	1% or less taking STAAR Alt.						1,2,3,4,5,6,7,8,9,10

## Goals and Strategies

**Subject Area:** GT students achievement

**District Priority:**

**Campus Performance Objective:** Support will be provided to promote advanced academics for all students

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Teachers who serve GT students will have the required hours of training	Principal	yearly	Increased achievement of GT students, increase in student projects and participation in difficult academic tasks	Increased achievement of GT students, GT products displayed, consistent GT services implemented	STAAR scores, GT report card					3,5,6,8,10
2 College Week lessons and other college awareness activities will be used to create the expectation of college readiness for all students. ESL college visit	Principal, counselor, GT coordinator, ESL teacher	monthly	Student awareness of college as an option	Increased participation in pursuit of college, college banners displayed	STAAR scores, GT report card, increased % of students taking ACT/SAT to pursue college entrance					3,5,6,8,10
3 Counselors will use Career Day to bring career awareness to students.	counselor	yearly	Students increase their awareness of career opportunities	Increased participation in career and college pursuits	STAAR scores, GT report card, increased % of students taking ACT/SAT to pursue college entrance					3,5,6,8,10
4 Provide rigorous instruction that will result in increases in SAT/ACT scores.	teachers	daily	Increased learning as measured by grades and SAT/ACT scores	Increased participation in SAT/ACT assessments	STAAR scores, GT report card, increased % of students taking ACT/SAT to pursue college entrance					3,5,6,8,10
5 A college and career-ready campus atmosphere will be created through activities that celebrate College and Career Weeks as well as activities/programs throughout the year.	teachers	daily	Increased awareness of college and career opportunities	Increased participation in SAT/ACT assessments. Increased participation in career and college	STAAR scores, GT report card, increased % of students taking ACT/SAT to pursue college entrance					1,2,3,5,6,8,9,10

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
				pursuits						
6 Generation Texas Week	all staff	May	Increased awareness of college and career opportunities	Increased awareness career options and college ready behaviors and goal setting.	Participation in college and career ready conversation and pursuits.					1,2,3,5,6,8,10

## Goals and Strategies

**Subject Area:**

**District Priority:**

**Campus Performance Objective:**

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>

## Assurance Addendum

### W. A. Martin Elementary School Crandall Independent School District

#### Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	W. A. Martin Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
	Completed a needs assessment which serves as the basis for the CIP.
	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
	Provided for a program to encourage parental and community involvement at the campus.
	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

**Assurance Addendum**

**W. A. Martin Elementary School  
Crandall Independent School District**

**CPOC Membership and Meetings**

**Membership Composition of the Campus Performance Objectives Council**

<b>Name of CPOC Member</b>	<b>Position</b>
----------------------------	-----------------

**CPOC Meetings\* for 2016-17**

<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
----------	-------------	-------------	-----------------

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## Assurance Addendum

### W. A. Martin Elementary School Crandall Independent School District

#### Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2016-17, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2016-17, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2016-17, the percent of parents and community members attending VIPS meetings will increase by %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2016-17, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2016-17, the discipline referrals for offenses will be reduced by % from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
	6) Special Education	For 2016-17, the percent of students meeting ARD expectations will be at or above %.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
	7) Highly Qualified Teacher	For 2016-17, the percent of highly qualified teachers in the core academic areas will be at %.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2016-17, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2016-17 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2016-17 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2016-17, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2016-17, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2016-17, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2016-17, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
	14) High School CTE	For 2016-17, the percent of LEP/CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

## Assurance Addendum

### W. A. Martin Elementary School Crandall Independent School District

#### Plan Requirements

	1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
	2. <b>School-wide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
	3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
	4. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
	5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
	6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
	7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
	8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
	9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserweb and are accessible to teachers and administrators.
	10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Assurance Addendum**

**W. A. Martin Elementary School  
Crandall Independent School District**

**Staff Development**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>

## 2015–16 Texas Academic Performance Report

**Accountability Rating:** The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year’s accountability system, see the *2016 Accountability Manual*, available at <http://tea.texas.gov/2016accountabilitymanual.aspx>.

**Accountability Subset:** The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

*Campus-level accountability subset:* Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015\* then moved to another campus before the testing date, that student’s performance is not included in the accountability results for either campus.

*District-level accountability subset:* A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015\* then moved to another district before the testing date, that student’s performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district’s results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses’ results.

\*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

**Advanced/Dual-Credit Course Completion:** The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course

---

number of students in grades 11–12 who received credit for least one course in 2014–15

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2016 Accountability Manual](#). (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).

**Advanced Placement Examinations:** Please see *AP/IB Results*.

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

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

number of dropouts in grades 7 and 8 during the 2014–15 school year

---

number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year

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

number of dropouts in grades 9 through 12 during the 2014–15 school year

---

number of students in grades 9–12 in attendance at any time during the 2014–15 school year

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual*. See also *Dropout and Leaver Record*. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)

**Annual Graduates:** The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

**AP/IB Course Completion:** The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate’s (IB) course in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years

---

Number of 2014–15 annual graduates

**AP/IB Results (Participation):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations and/or the International Baccalaureate’s (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2014–15 school year taking at least one AP or IB examination

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion

---

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB examination

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. (Sources of data: The College Board, Aug. 2015,

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

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

$$\frac{\text{number of students in the 2014–15 school year considered as at risk}}{\text{total number of students}}$$

total number of students

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

**Attendance Rate:** The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2014–15}}{\text{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

total number of days that students in grade 1–12 were in membership in 2014–15

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*.

(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

**Auxiliary Staff (not on campus profile):** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

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

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)

**Average Years' Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Average Years' Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

**Bilingual Education (BE)** Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

**Bilingual Education/English as a Second Language Reports:** The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards*, available at <http://tea.texas.gov/index4.aspx?id=25769817517>.

**Campus Number:** A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X\_ for high schools, 04X for middle schools, and 1XX for elementary schools).

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

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

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

The following rules apply to the average class sizes:

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

*(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

**Cohort:** a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

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

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

**College Admissions Tests:** Please see *SAT/ACT Results*.

**College-Ready Graduates:** The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

*English Language Arts.*

**number of graduates who scored at or above the college-ready criterion for ELA in 2014–15**

---

**number of 2014–15 annual graduates with ELA results to evaluate**

*Mathematics.*

**number of graduates who scored at or above the college-ready criterion for mathematics in 2014–15**

---

**number of 2014–15 annual graduates with mathematics results to evaluate**

*Both Subjects.*

**number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2014–15**

---

**number of 2014–15 annual graduates with results in both subjects to evaluate**

*Either Subject.*

**number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2014–15**

---

**number of 2014–15 annual graduates with results in either subjects to evaluate**

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

**College and Career Ready Graduates:** The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

*(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)*

**Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year:** The percentage of annual graduates who complete two or more advanced or dual-credit courses.

number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year

---

Number of 2014–15 annual graduates

*(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Completion of Twelve or More Hours of Postsecondary Credit:** The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years

---

Number of 2014–15 annual graduates

*(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Completion Rate:** Please see *Longitudinal Rates*.

**County District Number (CDN):** Please see District Number

**County District Campus Number (CDCN):** Please see Campus Number

**CTE Coherent Sequence Graduate:** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

---

number of 2014–15 annual graduates

*(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)*

**Data Quality** (*not on campus profile*): The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

- (1) **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**
- (2) *Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

**number of underreported students**

---

**number of students in grades 7–12 who were served in the district in the 2014–15 school year**

(Source of data: *General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3*)

**Distinction Designations:** Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

**Distinguished Achievement Program:** Please see *RHSP/DAP Graduates*.

**District Number:** A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

**Dropout:** A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate*. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)

**Dropout Rate:** Please see *Annual Dropout Rate*.

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

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

See also *Total Students*. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

**English Language Learners (ELLs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

**Enrollment:** Please see *Total Students*.

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

**Expenditure Information:** Information available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

**Foundation High School Program (FHSP):** Please see *Graduation Plan*.

**Full Time Equivalent (FTE):** A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

**Fund Balance Information:** Information is available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

**Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

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

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

**Graduation Plan:** The percentage of students who graduated under one of the following:

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- **FHSP-E Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates*. (Source of data: *PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3*)

For additional information about graduation programs please see

<http://tea.texas.gov/graduation.aspx>

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

$$\frac{\text{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\text{number of graduates during the 2013–14 school year}}$$

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Source of data: *Texas Higher Education Coordinating Board*)

**Graduates in TX IHE Completing One Year Without Remediation:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
and  
met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

---

number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source of data: Texas Higher Education Coordinating Board, Fall 2016*)

**Graduation Rate:** Please see *Longitudinal Rates*.

**Instructional Expenditure Ratio (2014–15):** This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

---

total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

**International Baccalaureate (IB) Results:** See *AP/IB Results*.

**Leaver Record:** The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*, Texas Education Agency)

**LEP (Limited English Proficient):** Please see *English Language Learner*.

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

*Additional Information on Cohorts:*

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

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

*4-Year Longitudinal Rate*

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received GED*: For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2015 cohort*}}$$

*5-Year Extended Longitudinal Rate*

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (2) *Received GED*: For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2014 cohort}^*}$$

*Six-year Extended Longitudinal Rate*

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (2) *Received GED*: For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (5) *Graduates & GED*. The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2013 cohort}^*}$$

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

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

#### *Additional Information about Federal Graduation Rates*

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^{**}}$$

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

**Masking:** Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

**Membership:** The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

**Mobility** (*campus profile only*): The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

**number of mobile students in 2014–15**

---

**number of students who were in membership at any time during the 2014–15 school year**

This rate is calculated at the campus level. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

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

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Paired Schools:** Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

**Progress of Prior-Year Non-Proficient Students** (*Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year*): The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

number of matched students who did not reach the satisfactory standard in 2015 but passed in  
2016

---

number of matched students who did not reach the satisfactory standard in 2015

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(*Source of data: TEA Student Assessment Division*)

**Recommended High School Program:** Please see *Graduation Plan*.

**Retention Rates by Grade** (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

the number of students enrolled in the same grade from one school year to the next

---

the number of students enrolled from one school year who return the next year or who graduate

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

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15*, available from TEA. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

**Revenue Information:** Please see the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**SAT/ACT Results:** Participation and performance of graduating seniors from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

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

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

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of graduating examinees who scored at or above the criterion score}}{\text{number of graduating examinees taking either the SAT or the ACT}}$$

- (3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

See also *Criterion Score*. (Sources: *The College Board, Aug. 2015, Jan. 2015*; ACT, Inc. (ACT) *Oct. 2015, Oct. 2014*; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

**School Type:** A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual*.

**Snapshot Date:** The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

**Special Education:** The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments and STAAR Participation*. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)

**Special Education Determination Status** (*district TAPR only*): The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Monitoring\\_and\\_Interventions/Program\\_Monitoring\\_and\\_Interventions/Special\\_Education\\_Intervention\\_Guidance\\_and\\_Resources/](http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/).

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

<http://tea.texas.gov/pbm/PBMASManuals.aspx>

[http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/State\\_Performance\\_Plan/State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report\\_and\\_Requirements/](http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/)

**Special Symbols:** Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (\*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html>

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

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

#### Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html>

See *STAAR Participation and Student Success Initiative*. (Source of data: TEA Student Assessment Division)

**STAAR Participation:** The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - ❖ Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Source of data: TEA Student Assessment Division)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)

**Student Enrollment by Program:** The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)

**Student Success Initiative (SSI):** Grade-advancement requirements enacted by the 76<sup>th</sup> Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration:* The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Level II Satisfactory Standard in the first administration}}{\text{number of students tested in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

- (3) *STAAR Cumulative Met Standard*: The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

- (4)\* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC)*: The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

- (5)\* *STAAR Met Standard (Non-Proficient in Previous Year)*:

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

\* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at <http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

**Students by Grade:** The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

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

**number of students with one or more disciplinary placements**  

---

**number of students who were in attendance at any time during the school year**

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

**Superintendent:** The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

**Tax Information:** This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor’s degree, a master’s degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Program (population served) (district profile only):** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Texas Success Initiative Assessment (TSIA):** The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

number of 2014–15 annual graduates who met the TSI criteria on the TSIA

---

number of 2014–15 annual graduates

*(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Total Students:** The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

**Turnover Rate for Teachers** *(not on campus profile):* The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*



## Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum.....	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum.....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries.....	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAE (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement.....	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum.....	(512) 463-9581
Retention Policy	Curriculum.....	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Education.....	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS.....	(855) 333-7770
	Pearson.....	(800) 328-5999
	Austin Operational Center.....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TELPAS	Student Assessment.....	(512) 463-9536
TAIS	Texas Accountability Intervention System.....	(512) 463-9414

Information on the Internet: <http://tea.texas.gov/accountability/>



## PEIMS Role Identifications (In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

027 .....Superintendent/CAO/CEO/President

### CAMPUS ADMINISTRATORS

003 .....Assistant Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

004 .....Assistant/Associate/Deputy Superintendent

012 .....Instructional Officer

020 .....Principal

028 .....Teacher Supervisor

040 .....Athletic Director

043 .....Business Manager

044 .....Tax Assessor and/or Collector

045 .....Director - Personnel/Human Resources

055 .....Registrar

060 .....Executive Director

061 .....Asst/Assoc/Deputy Exec Director

062 .....Component/Department Director

063 .....Coordinator/Manager/Supervisor

### PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist

005 .....Psychological Associate

006 .....Audiologist

007 .....Corrective Therapist

008 .....Counselor

011 .....Educational Diagnostician

013 .....Librarian

015 .....Music Therapist

016 .....Occupational Therapist

017 .....Certified Orientation & Mobility Specialist

018 .....Physical Therapist

019 .....Physician

021 .....Recreational Therapist

022 .....School Nurse

023 .....LSSP/Psychologist

024 .....Social Worker

026 .....Speech Therapist/Speech-Lang Pathologist

030 .....Visiting Teacher/Truant Officer

032 .....Work-Based Learning Site Coordinator

041 .....Teacher Facilitator

042 .....Teacher Appraiser

054 .....Department Head

056 .....Athletic Trainer

058 .....Other Campus Professional Personnel

064 .....Specialist/Consultant

065 .....Field Service Agent

079 .....Other ESC Professional Personnel

080 .....Other Non-Campus Professional Personnel

### TEACHERS

087 .....Teacher

047 .....Substitute Teacher

### EDUCATIONAL AIDES

033 .....Educational Aide

036 .....Certified Interpreter

### AUXILIARY STAFF

Employment record, but no responsibility records.

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



## Advanced Academic Courses 2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

### English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

### Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

## Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society SL

## Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

## Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

## Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

**Advanced Languages (Modern or Classical)**

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

**Advanced Languages (cont.)**

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

**Advanced Languages (cont.)**

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

**Other**

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
NI290317	GT Independent Study Mentorship III
NI290318	GT Independent Study Mentorship IV