

2016-17 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **CRANDALL MIDDLE**

Campus Number: **129901041**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	70%	70%	52%	70%	75%	-	*	-	80%	24%	59%	48%
	2016	69%	76%	76%	50%	68%	82%	*	*	-	*	39%	67%	38%
Mathematics	2017	76%	74%	74%	65%	73%	78%	-	*	-	80%	38%	66%	59%
	2016	72%	76%	76%	54%	65%	82%	*	*	-	*	33%	72%	43%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	77%	77%	50%	79%	80%	*	*	-	82%	43%	70%	50%
	2016	71%	69%	69%	54%	60%	74%	*	*	-	86%	25%	63%	*
Mathematics	2017	70%	53%	53%	52%	59%	50%	*	*	-	*	30%	51%	48%
	2016	69%	54%	54%	30%	54%	58%	*	-	-	*	30%	53%	50%
Writing	2017	70%	73%	73%	43%	70%	80%	*	*	-	64%	29%	65%	33%
	2016	69%	71%	71%	58%	67%	75%	*	*	-	71%	26%	68%	*
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	84%	84%	72%	81%	89%	*	*	-	82%	42%	79%	57%
	2016	87%	92%	92%	82%	85%	96%	-	*	*	100%	61%	87%	64%
Mathematics	2017	85%	83%	83%	59%	84%	88%	-	*	-	80%	40%	78%	65%
	2016	82%	82%	82%	72%	77%	85%	*	*	*	89%	43%	71%	67%
Science	2017	76%	74%	74%	59%	68%	79%	*	*	-	91%	50%	65%	57%
	2016	75%	79%	79%	61%	65%	87%	-	*	*	80%	43%	66%	*
Social Studies	2017	63%	55%	55%	38%	49%	62%	*	*	-	64%	38%	46%	*
	2016	63%	61%	61%	52%	48%	68%	-	*	*	50%	32%	48%	*
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	81%	100%	100%	100%	100%	*	*	-	*	-	100%	-
	2016	78%	85%	100%	100%	100%	100%	-	-	-	*	-	100%	-

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	75%	73%	56%	71%	77%	100%	89%	-	74%	37%	65%	49%
	2016	75%	79%	75%	60%	66%	80%	100%	89%	*	80%	38%	67%	40%
Reading	2017	72%	74%	77%	58%	77%	81%	*	100%	-	81%	37%	69%	51%
	2016	73%	78%	79%	64%	70%	84%	*	83%	*	95%	44%	72%	43%
Mathematics	2017	79%	77%	74%	62%	75%	77%	*	100%	-	69%	36%	68%	57%
	2016	76%	79%	75%	59%	68%	80%	*	100%	*	84%	36%	69%	52%
Writing	2017	67%	70%	73%	43%	70%	80%	*	*	-	64%	29%	65%	33%
	2016	69%	76%	71%	58%	67%	75%	*	*	-	71%	26%	68%	*
Science	2017	79%	78%	74%	59%	68%	79%	*	*	-	91%	50%	65%	57%
	2016	79%	85%	79%	61%	65%	87%	-	*	*	80%	43%	66%	*
Social Studies	2017	77%	73%	55%	38%	49%	62%	*	*	-	64%	38%	46%	*
	2016	77%	76%	61%	52%	48%	68%	-	*	*	50%	32%	48%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	44%	37%	23%	30%	43%	*	*	-	38%	25%	28%	8%
	2016	45%	44%	36%	23%	33%	38%	*	*	*	53%	*	31%	*
Reading	2017	48%	48%	43%	30%	32%	51%	*	*	-	47%	22%	31%	*
	2016	46%	49%	45%	26%	38%	50%	*	*	*	53%	*	39%	*
Mathematics	2017	48%	40%	37%	26%	31%	41%	*	83%	-	41%	19%	27%	12%
	2016	43%	40%	35%	26%	28%	38%	*	*	*	47%	*	30%	16%
Writing	2017	38%	37%	38%	*	37%	43%	*	*	-	*	21%	29%	*
	2016	41%	45%	40%	33%	38%	41%	*	*	-	*	*	36%	*
Science	2017	52%	46%	47%	33%	36%	56%	*	*	-	*	33%	39%	*
	2016	47%	54%	51%	30%	44%	56%	-	*	*	70%	*	39%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 876
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 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Social Studies	2017	51%	46%	27%	13%	22%	35%	*	*	-	*	25%	23%	*
	2016	47%	41%	26%	18%	17%	30%	-	*	*	*	*	22%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	16%	10%	11%	20%	*	*	-	19%	3%	11%	*
	2016	18%	15%	13%	9%	9%	15%	*	*	*	23%	3%	10%	*
Reading	2017	19%	19%	21%	14%	14%	27%	*	*	-	25%	*	15%	*
	2016	17%	16%	18%	12%	11%	20%	*	*	*	32%	*	13%	*
Mathematics	2017	23%	17%	14%	7%	10%	18%	*	*	-	19%	*	8%	*
	2016	19%	14%	10%	*	8%	11%	*	*	*	26%	*	8%	*
Writing	2017	12%	11%	11%	*	8%	13%	*	*	-	*	*	8%	*
	2016	15%	12%	7%	*	8%	6%	*	*	-	*	*	5%	*
Science	2017	19%	15%	15%	*	11%	20%	*	*	-	*	*	10%	*
	2016	16%	17%	20%	*	15%	23%	-	*	*	*	*	13%	*
Social Studies	2017	27%	20%	12%	*	*	17%	*	*	-	*	*	10%	*
	2016	22%	14%	9%	*	*	11%	-	*	*	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	58%	55%	59%	58%	*	*	-	55%	48%	54%	57%
	2016	62%	56%	52%	56%	53%	50%	*	*	*	76%	54%	53%	44%
Reading	2017	59%	57%	61%	53%	59%	62%	*	*	-	58%	44%	57%	60%
	2016	60%	58%	55%	59%	56%	54%	*	*	*	*	54%	56%	41%
Mathematics	2017	64%	57%	55%	56%	58%	54%	*	*	-	*	*	51%	*
	2016	63%	54%	49%	*	49%	47%	*	*	*	*	*	50%	*

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STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	16%	12%	15%	17%	*	*	-	16%	8%	13%	12%
	2016	17%	13%	12%	16%	10%	11%	*	*	*	18%	10%	11%	7%
Reading	2017	17%	19%	21%	17%	21%	22%	*	*	-	19%	12%	20%	20%
	2016	16%	15%	16%	26%	14%	15%	*	*	*	*	14%	17%	11%
Mathematics	2017	20%	14%	11%	7%	9%	12%	*	*	-	*	*	6%	*
	2016	17%	12%	7%	*	6%	7%	*	*	*	*	*	5%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	44%	43%	31%	46%	45%	-	*	-	*	17%	42%	35%
	2016	35%	40%	40%	42%	34%	38%	*	*	-	*	22%	39%	32%
Mathematics	2017	43%	40%	40%	35%	45%	39%	-	-	-	*	16%	37%	36%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	77%	77%	61%	72%	83%	*	*	-	82%	24%	70%	38%
Students Requiring Accelerated Instruction														
	2017	24%	23%	23%	39%	28%	17%	*	*	-	*	76%	30%	62%
STAAR Cumulative Met Standard														
	2017	85%	84%	84%	71%	81%	89%	*	*	-	82%	38%	79%	57%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	68%	68%	42%	61%	77%	-	*	-	70%	23%	64%	53%
Students Requiring Accelerated Instruction														
	2017	25%	32%	32%	58%	39%	23%	-	*	-	*	77%	36%	47%
STAAR Cumulative Met Standard														
	2017	85%	83%	83%	58%	84%	88%	-	*	-	80%	32%	78%	65%

District Name: CRANDALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 876
 Grade Span: 06 - 08
 (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
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	75%	73%	-	-	-	-	-	49%	-	49%	56%	49%	49%
	2016	75%	79%	75%	-	-	-	-	-	40%	-	40%	*	40%	40%
Reading	2017	72%	74%	77%	-	-	-	-	-	52%	-	52%	*	52%	51%
	2016	73%	78%	79%	-	-	-	-	-	42%	-	42%	*	42%	43%
Mathematics	2017	79%	77%	74%	-	-	-	-	-	56%	-	56%	*	56%	57%
	2016	76%	79%	75%	-	-	-	-	-	51%	-	51%	*	51%	52%
Writing	2017	67%	70%	73%	-	-	-	-	-	35%	-	35%	*	35%	33%
	2016	69%	76%	71%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	79%	78%	74%	-	-	-	-	-	54%	-	54%	*	54%	57%
	2016	79%	85%	79%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	77%	73%	55%	-	-	-	-	-	*	-	*	*	*	*
	2016	77%	76%	61%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	44%	37%	-	-	-	-	-	*	-	*	*	*	8%
	2016	45%	44%	36%	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	48%	43%	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	49%	45%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	40%	37%	-	-	-	-	-	11%	-	11%	*	11%	12%
	2016	43%	40%	35%	-	-	-	-	-	16%	-	16%	*	16%	16%
Writing	2017	38%	37%	38%	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	45%	40%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	46%	47%	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	54%	51%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	51%	46%	27%	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	41%	26%	-	-	-	-	-	*	-	*	*	*	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 876
 Grade Span: 06 - 08
 (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
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	16%	-	-	-	-	-	*	-	*	*	*	*
	2016	18%	15%	13%	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	19%	21%	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	16%	18%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	14%	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	14%	10%	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	11%	11%	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	7%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	15%	15%	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	17%	20%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	20%	12%	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	14%	9%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	58%	-	-	-	-	-	57%	-	57%	*	57%	56%
	2016	62%	56%	52%	-	-	-	-	-	46%	-	46%	*	46%	45%
Reading	2017	59%	57%	61%	-	-	-	-	-	62%	-	62%	*	62%	59%
	2016	60%	58%	55%	-	-	-	-	-	43%	-	43%	*	43%	42%
Mathematics	2017	64%	57%	55%	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	54%	49%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	16%	-	-	-	-	-	11%	-	11%	*	11%	11%
	2016	17%	13%	12%	-	-	-	-	-	7%	-	7%	*	7%	7%
Reading	2017	17%	19%	21%	-	-	-	-	-	20%	-	20%	*	20%	19%
	2016	16%	15%	16%	-	-	-	-	-	11%	-	11%	*	11%	11%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 876
 Grade Span: 06 - 08
 (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
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	14%	11%	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	7%	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	44%	43%	-	-	-	-	-	36%	-	36%	*	36%	35%
	2016	35%	40%	40%	-	-	-	-	-	32%	-	32%	-	32%	32%
Mathematics	2017	43%	40%	40%	-	-	-	-	-	33%	-	33%	*	33%	36%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	89%	92%	96%	100%	100%	-	96%	96%	92%	88%
Not Included in Accountability													
Mobile	4%	6%	6%	11%	8%	3%	0%	0%	-	4%	4%	8%	13%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
Reading													
Test Participant	99%	100%	100%	100%	99%	100%	100%	95%	*	100%	100%	99%	100%
Included in Accountability	94%	93%	94%	91%	88%	97%	100%	95%	*	100%	95%	91%	86%
Not Included in Accountability													
Mobile	4%	6%	5%	9%	10%	3%	0%	0%	*	0%	5%	7%	10%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	1%	4%
Not Tested	1%	0%	0%	0%	1%	0%	0%	5%	*	0%	0%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	5%	*	0%	0%	0%	0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.3%	96.6%	97.1%	96.8%	96.4%	*	97.9%	*	96.9%	96.0%	96.3%	97.4%
2014-15	95.7%	96.3%	96.5%	97.4%	96.8%	96.2%	*	97.2%	*	96.9%	95.4%	96.1%	97.1%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	876	100.0%	3,750	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	3.3%	4.2%
Kindergarten	0	0.0%	7.3%	7.0%
Grade 1	0	0.0%	7.7%	7.4%
Grade 2	0	0.0%	7.7%	7.6%
Grade 3	0	0.0%	7.9%	7.7%
Grade 4	0	0.0%	7.3%	7.7%
Grade 5	0	0.0%	7.9%	7.5%
Grade 6	303	34.6%	8.1%	7.4%
Grade 7	294	33.6%	7.8%	7.4%
Grade 8	279	31.8%	7.4%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	5.3%	6.2%
Ethnic Distribution:				
African American	123	14.0%	13.0%	12.6%
Hispanic	226	25.8%	25.3%	52.4%
White	493	56.3%	58.5%	28.1%
American Indian	5	0.6%	0.4%	0.4%
Asian	7	0.8%	0.5%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	22	2.5%	2.1%	2.2%
Economically Disadvantaged	412	47.0%	47.0%	59.0%
Non-Educationally Disadvantaged	464	53.0%	53.0%	41.0%
English Language Learners (ELL)	67	7.6%	9.2%	18.9%
Students w/ Disciplinary Placements (2015-2016)	20	2.4%	1.6%	1.4%
At-Risk	421	48.1%	40.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	76			
By Type of Primary Disability				
Students with Intellectual Disabilities	43	56.6%	42.8%	44.5%
Students with Physical Disabilities	5	6.6%	21.7%	21.9%
Students with Autism	8	10.5%	**	12.5%
Students with Behavioral Disabilities	20	26.3%	25.2%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.3%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	92	11.1%	13.6%	16.2%
By Ethnicity:				
African American	13	1.6%		
Hispanic	36	4.4%		
White	43	5.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	7.6%	1.8%	-	9.5%	7.7%
Grade 1	-	2.4%	3.8%	-	4.2%	6.8%
Grade 2	-	0.8%	2.4%	-	4.3%	3.1%
Grade 3	-	1.7%	1.6%	-	0.0%	1.2%
Grade 4	-	0.4%	0.8%	-	7.1%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.7%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.8%
Grade 8	0.0%	0.0%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	20.4	18.8
Grade 2	-	20.3	18.9
Grade 3	-	21.1	19.0
Grade 4	-	19.6	19.0
Grade 5	-	24.4	20.9
Grade 6	21.5	21.5	20.4
Secondary:			
English/Language Arts	18.6	17.6	16.8
Foreign Languages	-	20.9	18.7
Mathematics	19.2	18.3	18.0
Science	19.2	18.9	19.0
Social Studies	20.5	18.8	19.4

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.2	100.0%	100.0%	100.0%
Professional Staff:	62.3	94.0%	67.5%	64.0%
Teachers	51.9	78.4%	53.6%	50.0%
Professional Support	7.3	11.1%	8.9%	10.0%
Campus Administration (School Leadership)	3.0	4.5%	3.4%	2.9%
Educational Aides:	4.0	6.0%	11.0%	9.6%
Total Minority Staff:	9.0	13.6%	14.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	3.9%	4.5%	10.2%
Hispanic	3.0	5.8%	5.6%	26.6%
White	44.9	86.5%	88.1%	59.8%
American Indian	1.0	1.9%	0.4%	0.4%
Asian	1.0	1.9%	0.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	10.9	21.0%	18.9%	23.7%
Females	41.0	79.0%	81.1%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	38.9	75.0%	78.1%	74.5%
Masters	13.0	25.0%	20.2%	23.6%
Doctorate	0.0	0.0%	1.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.7%	7.8%	7.8%
1-5 Years Experience	19.5	37.6%	33.9%	28.0%
6-10 Years Experience	14.0	27.0%	26.4%	20.9%
11-20 Years Experience	7.4	14.2%	21.1%	27.8%
Over 20 Years Experience	7.0	13.5%	10.8%	15.5%
Number of Students per Teacher	16.9	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	16.3	19.5
Average Years Experience of Principals with District	3.0	10.8	12.2
Average Years Experience of Assistant Principals	19.5	13.4	15.7
Average Years Experience of Assistant Principals with District	2.0	1.3	10.1
Average Years Experience of Teachers:	8.5	8.6	10.9
Average Years Experience of Teachers with District:	3.9	4.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,185	\$49,268	\$46,199
1-5 Years Experience	\$46,061	\$46,429	\$48,779
6-10 Years Experience	\$47,035	\$47,404	\$51,184
11-20 Years Experience	\$50,092	\$51,044	\$54,396
Over 20 Years Experience	\$60,784	\$60,438	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$48,891	\$49,396	\$52,525
Professional Support	\$57,257	\$61,250	\$61,728
Campus Administration (School Leadership)	\$73,886	\$71,189	\$76,471
Instructional Staff Percent:	n/a	68.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

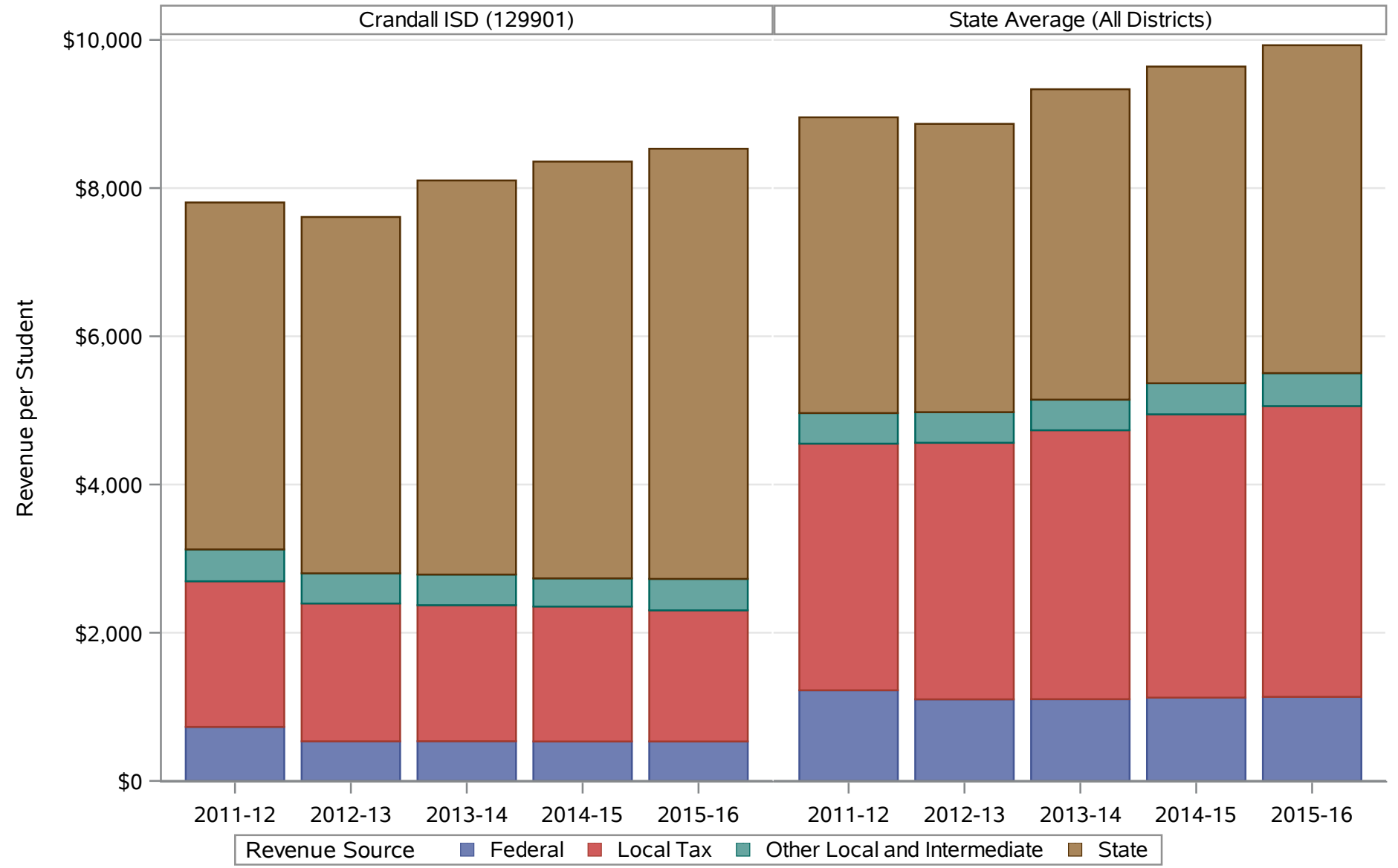
Total Students: 876
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	65	7.4%	8.9%	18.8%
Career & Technical Education	0	0.0%	24.3%	25.0%
Gifted & Talented Education	50	5.7%	4.7%	7.8%
Special Education	76	8.7%	8.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.8%	6.0%
Career & Technical Education	0.6	1.2%	6.2%	4.5%
Compensatory Education	0.0	0.0%	3.2%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	47.5	91.4%	77.1%	72.8%
Special Education	3.9	7.4%	8.8%	8.6%
Other	0.0	0.0%	2.5%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

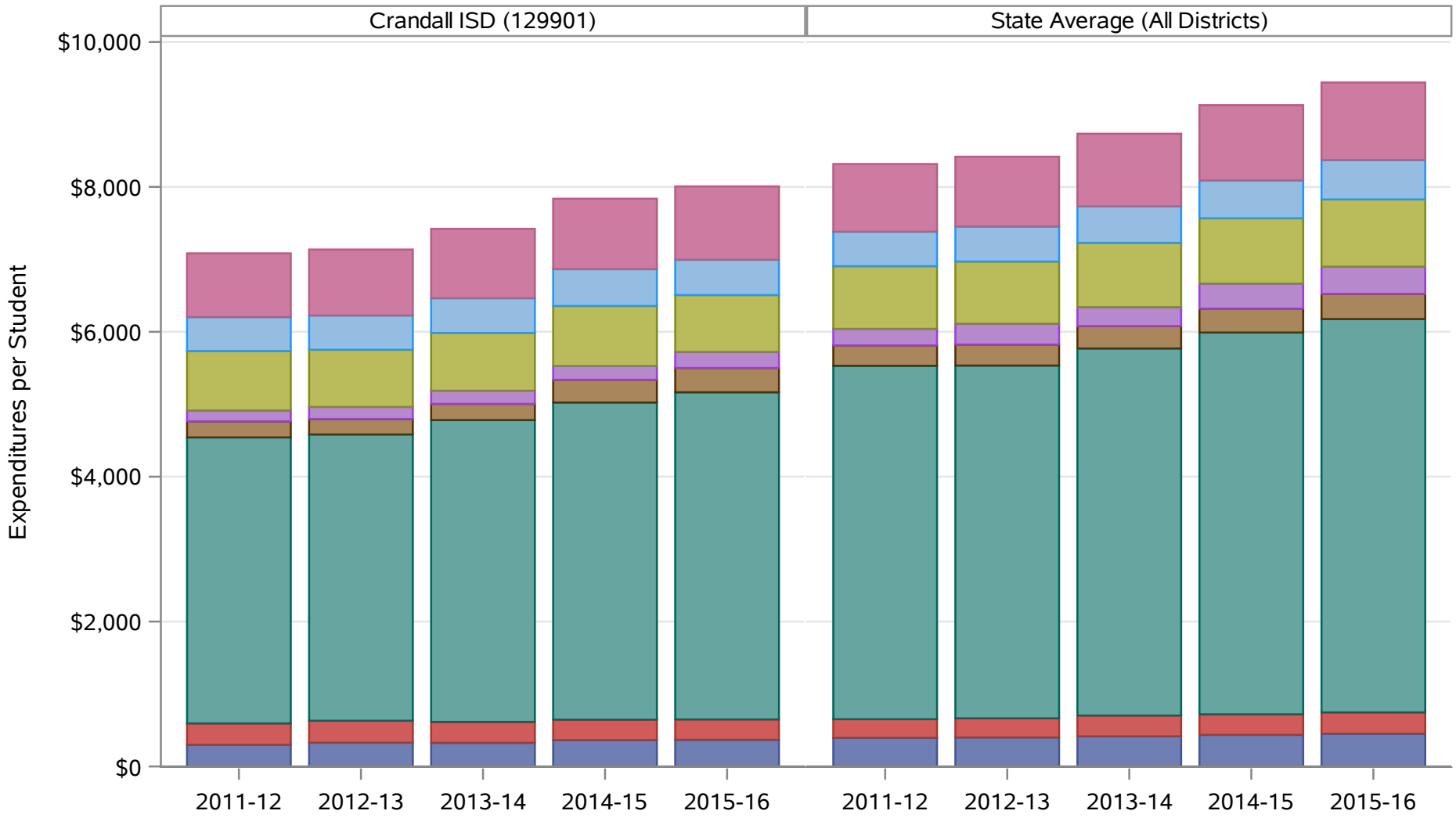
- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' 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.

Comparison of 2011-12 through 2015-16 Operational Revenue Sources



State Average (All Districts) Total Enrolled Students in Membership = 5,281,243
 Crandall ISD (129901) Total Enrolled Students in Membership = 3,443
 Excludes Debt Service & Recapture

Comparison of 2011-12 through 2015-16 Operational Total Expenditures



Expenditure Category (Function)

- Counseling & Health Services
- General Administration
- Instruction
- Instruction Leadership & Staff Development
- Other Expenditures
- Plant Maint/Operation
- School Leadership
- Transportation, Food, & Extracurricular

State Average (All Districts) Total Enrolled Students in Membership = 5,281,243
 Crandall ISD (129901) Total Enrolled Students in Membership = 3,443
 Excludes Capital Outlay & Debt Service

2016-2017 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2016-2017 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2012 FIRST Rating](#) | [2012 Accountability Rating](#) | [2013 FIRST Rating](#) | [2013 Accountability Rating](#) | [2014 FIRST Rating](#) | [2014 Accountability Rating](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2016-2017 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
129901	CRANDALL ISD	10	A - Superior	Met Standard	ACCREDITED		

2017-18 Campus Improvement Plan

Crandall Middle School

School Name

Crandall Independent School District

District Name

Board Approval Date

Goals and Strategies

Campus Performance Objective: All students will reach high standards, at a minimum attaining proficiency or better in reading and writing

Subject Area: Reading/ELA

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will engage in district staff development to increase student performance in Reading and ELA	Asst. Supt. of C&I Principal Asst. Princ. Directors	August	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Summative					1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
2 Schedule common planning times during and after school to allow for staff to plan across the content areas.	Principal, AP, IC	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative					1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
3 Students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I- Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative					1,2,3,8,9,10	2,3,4
4 Utilize MAP data to form intervention (academic and social) and flexible teaching groups	Principal, AP, counselor, IC	All year	student progress, student and teacher input, test score, MAP data	individual student growth, MAP data	individual student growth, MAP data	MAP		Local Categorical	6988.00		
5 Offer reading lab and double-block reading for 7th and 8th grade students who are unsuccessful on STAAR	Principal, AP, Counselor	All year	student progress, test scores	increased test scores, individual student growth	increased test scores, individual student growth			Local Categorical Local Categorical			
6 Utilize additional staff (Instructional Coach and librarian) to assist teachers. (Modeling, planning, brainstorming, collaborating, etc)	Principal, AP, IC	All year	teacher input, PDAS, assessment scores	quality lessons using a variety of research based strategies	quality lessons using a variety of research based strategies						
7 Separate reading and ELA to allow for staff to focus on TEKS	Principal, counselor	All year	lesson plans, teacher input,	focused lessons, lessons	both						

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
related to one content (continue to plan for integration)			assessment scores	integrated within ELAR dept							
8 Implement the use of Socratic questioning, differentiated instruction and a variety of assessments to increase student success in the following sub pops: AA, sped and ELL	Principal, AP, icoach, staff	All year	walk-throughs, modeling	lessons using strategies, target lists of ind students	both						

Goals and Strategies

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

Subject Area: Math

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will engage in district staff development to increase student performance in Math	Asst. Supt. of C&I Principal Asst. Princ. Directors	August	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Summative					1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
2 Schedule common planning times during and after school to allow for staff to plan across the content areas.	Principal, AP, Dept Head, IC	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative					1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
3 Students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I- Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative	Cindy Aitken Apex SD Compass SD MAP SD	Title II Part A: Improving Teacher Quality Local Categorical Local Categorical Local Categorical	9000.00 1100.00 1750.00 900.00	1,2,3,8,9,10	2,3,4	
4 Utilize MAP data to form intervention groups (academic and social)	Principal, AP, counselor, IC	All year	student progress, student and teacher input, test scores, MAP data	increased assessment scores, individual student growth, MAP data	increased assessment scores, individual student growth, MAP data	MAP	Local Categorical	6088.00			
5 Separate reading and ELA to allow for staff to focus on TEKS related to one content (continue to plan for integration)	Principal, AP, Counselor	All year		maximized instructional time, increased assessment scores	both	Istation LLI purple Mentoring Minds	Local Categorical Local Categorical Local Categorical	734.00 5395.50 1210.50			

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
6 Utilize additional staff (Instructional Coach) to assist teachers. (Modeling, planning, brainstorming, collaborating, etc.)	Principal, AP, IC	All year	teacher input, TTESS, test scores	quality lessons, implementation of various teaching strategies, use of resources maximized instructional time, increased assessment scores, and Kilgo data	both	Kilgo workshop Mentoring Minds workbooks		Title II Part A: Improving Teacher Quality Local Categorical	4740.00 403.50		
7 Utilize additional content time to increase sped student success	Principal, counselor, sped staff	All year	teacher input, lesson plans, test scores	maximized instructional time, increased assessment scores	both						
8 Implement the use of Socratic questioning, differentiated instruction and a variety of assessments to increase student success in the following sub pops: AA, ELL, sped and ecodis	Principal, AP, icoach, staff	all year	walk-through, modeling	lessons using strategies, target list of students	both						

Goals and Strategies

Campus Performance Objective: All students will reach high standards, at a minimum attaining proficiency or better in Science and Social Studies.

Subject Area: Science/Social Studies

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will engage in district staff development to increase student performance in Science or Social Studies.	Asst. Supt. of C&I Principal Asst. Princ. Directors	August	sign in sheets Eduphoria records classroom walkthroughs	implementation of learned skills increased test scores	Summative	LOTE PD		Title II Part A: Improving Teacher Quality	375.00	1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
2 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, AP, ESL cord, ESL teacher	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementation of learned skills increased test scores	Formative	Edugence ELL		Local Categorical	369.00	1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
3 Identify migrant students and help them to succeed in the regular school program.	Principal, registrar, ESL cord, ESL teacher	as needed based on enrollment	system for identification, PEIMS data	increased parent communication, minimize mis-identification	internal auditing						
4 Increase the number of ELLs graduating on the recommended plan.	Principal, Counselors, ESL cord	ongoing	Increased percentage of ELLs graduating on recommended plan, HB 5 information night, college visit	participation in informational nights, career interest inventory	graduation rates						
5 Implement Socratic questioning, differentiated instruction and a variety of assessments to increase student achievement in the following sup pops: AA, ELL, sped and ecodis	Principal, AP, icoach, staff	all year	walk-through, modeling	lessons using strategies, target list of students	both						
6 Campus LPAC teams will receive LPAC training	LPAC campus administrator, ESL	yearly	Compliance with LPAC procedures	attend training	sign-in sheets						

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
	Coordinator										
7 Use ESL teachers to support general education teachers in better delivery of core curriculum/ELPS and teaching strategies.	Principal, ESL teachers, ESL cord	ongoing	Student success and growth in benchmark scores	present inst. strategies during planning days, collaborate during team planning time	feedback from staff, lessons incorporating various strategies						
8 Provide additional training to support increased number of ELL students who are successful on Writing STAAR.		ongoing throughout the year	"Writing Revelations for the ELL Student" "Discovery Writing"	lesson plans, planning meetings with ESL teacher	student work samples, writing conferences						
9 Provide additional instructional materials to support an increase in reading proficiency/comprehension and overall student achievement on reading STAAR.	Principal, ESL cord, ESL teacher	yearly	lesson plans, planning meetings with ESL teacher	student achievement, observation during walk throughs	both						
10 Implement the use of Socratic questioning, differentiated instruction and a variety of assessments to increase student success in all sub pops.	Principal, AP, icoach, staff	yearly	walk-throughs, modeling, assessments	lesson plans, observations, target list of students	both						

Goals and Strategies

Campus Performance Objective: All limited English proficient students (ELLs) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better.

Subject Area: Core Content Areas

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Provide training in Sheltered Instruction to all staff serving ELLs.	Director of BE Services Principal	August	TAPR; Highly Qualified Report	Sheltered Instructional strategies implemented into core classroom instruction	Formative					1,2,3,4,5,7,8,9,10	1,2,4
2 ELL students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I-Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative	Master Teacher PD TCEA Lead4ward	Title II Part A: Improving Teacher Quality Title II Part A: Improving Teacher Quality Local Categorical	451.46 299.00 345.00		1,2,3,8,9,10	2,3,4
3 Implement Concilio as a tool for reaching parents of ELL students.	Director of BE, Director of PR, principal	weekly for 12 weeks each semester	parent sign in sheets	increased parent participation	Formative					1,2,6, 7, 9, 10	2,4
4 Implementation of ELPS strategies will be evident in each classroom serving ELL students	classroom teachers, I-Coach, Principal, Asst. Prin., Director of BE	each six weeks	lesson plans, walk throughs, T-TESS evaluations,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
5 Provide proactive activities, supports, supplies and materials to help ELL students master the curriculum, pass state assessments and reduce the drop-out rate.	Director of BE, Principal, I-Coach, Asst. Prin.	Each six weeks	materials being used, walk throughs, T-TESS evaluations, lesson plans,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
6 Supplemental staff including teachers, instructional specialists and	Director of BE, Principal, I-Coach, Asst.	Each six weeks	weekly enrollment reports, staff:student ratios,	increased TELPAS growth and STAAR	Formative					1,2,3,4,7,8,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
paraprofessionals will be hired to ensure a higher level of academic achievement for all ELL students.	Prin., CFO, Superintendent, PEIMS coordinator		lesson plans walk-throughs, T-TESS evaluations	scores							
7 Provide technology for ELL students that will assist them in accessing the curriculum and improving the English language proficiency.	Director of BE, Principal, I-Coach, Asst. Prin.,	Each six weeks	materials being used, walk throughs, T-TESS evaluations, lesson plans,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4

Goals and Strategies

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

Subject Area: Core Content Areas

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Hire and retain supplemental instructional staff who will work with at-risk learners in core content areas.	Asst. Supt. of HR, Principals	April-August	Certification Lists, DOI paperwork, CTE certification lists,	Increased state assessment scores	safe, timely evacuations, building confinements, review of procedures and additional planning based on review					1,3,4,5,9,10	1,2,3,4
2 Teachers of GT students will have the required training hours and implement GT strategies for differentiation in their classrooms.	Asst. Supt. of HR, Asst. Supt. of C&I, GT Coordinator, Principals	August	Student referrals and misconduct decrease	increased state assessment scores of GT students	student time out of class reduced, decrease in office referrals, teacher feedback regarding overall student conduct					1,2,3,4,5,7,8,9,10	1,2,3
3 Teachers will actively participate in training on the needs and strategies of dyslexic learners.	Asst. Supt. of HR, Asst. Supt. of C&I, Director of Intervention Services, Principals	June-August	Reduction in disciplinary incidents	increased state assessment scores of dyslexic students	student time out of class reduced, decrease in office referrals, teacher feedback regarding overall student conduct					1,2,3,4,5,7,8,9,10	1,2,3
4 Teachers hired on the D.O.I. or local CTE certification plan will receive classroom management support.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals, Asst. Prin., Mentors	each six weeks	Reduction in incidents of bullying	discipline referral percentage within normal limits	district-wide reporting forms, OCR incident report review					1,2,3,4,9,10	1,2,3,4
5 Para-professional staff will participate in content specific training through online professional development to equip them to serve and meet the needs of diverse learners.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals, Asst. Prin., Mentors	each six weeks	Reduction in the number of bullying incidents.	improved state assessment scores	overall improved safe environment for students and staff, safety survey feedback					1,2,3,4,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
6 Teacher mentoring will be provided at each campus using "The Heart of Teaching" series.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals, Asst. Prin., Mentors	August and then each six weeks	Staff awareness of issues that affect student safety	retention rates of new employees	record of required compliance training, ongoing conversations regarding child safety					1,2,3,4,5,7,8,9,10	1,2,3,4
7 Provide staff development and stipends to insure all necessary personnel are ESL certified.	Asst. Supt. of C&I, CFO, Director of BE	spring semester	Eduphoria, Certification, SBEC records	increased number of staff with ESL certification						1,2,3,4,5,7,8,9,10	1,2,3,4
8 Provide stipends to teachers who provide second language support to students and families.	Asst. Supt. of C&I, CFO, Director of BE	spring semester	documentation of translation/interpretation services	increased parent involvement of non-english speaking families						1,2,6,9,10	1,2,3,4

Goals and Strategies

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

Subject Area: Safe, Drug Free Schools

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will successfully complete training in the warning signs of and how to report child abuse and neglect, bullying/harassment prevention, dating violence, suicide prevention, conflict resolution and sexual harassment.	Asst. Supt. of C&I Principal Asst. Princ. Directors	August-September	sign in sheets Eduphoria records	proper reporting procedures are followed	STAAR advanced performance, Duke tip selection					1,9,10	1,4
2 Students will participate in moderate to vigorous physical activity for at least 135 minutes per week and take part in the school wide Coordinated Approach to Child Health activities.	Principals, Asst. Prin., PE teachers,	weekly	Increased numbers in preAP/AP classes	students participating in PE/recess	STAAR advanced level performance, Duke tip selection					1,2,9,10	2,3,4
3 The student code of conduct will be followed and student behavior standards will be taught to reduce incident of violent and disruptive behavior.	Principals, Asst. Prin. District Discipline Committee	each six weeks	discipline data, PEIMS reports, Skyward reports	reduced discipline referrals	preparedness for HB 5 information activities, greater knowledge of information regarding advanced academics and HB 5.	Career Cruising		Local Categorical	2989.00	1,2,6,7,9,10	1,2,4
4 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all students.	Principal, I-Coach, Asst. Prin., CFO, Superintendent, PEIMS coordinator, Asst. Supt of HR	Each six weeks	weekly enrollment reports, staff:student ratios, lesson plans walk-throughs, T-TESS evaluations	increased TELPAS growth and STAAR scores	Formative					1,2,3,4	1,2,3,4,7,8,9,10
5 Skyward, PeachJar and SkyAlert will be used to provide open lines of communication with parents and community members for safety alerts, informational updates and tools promoting academic achievement for all students.	Director of PR, Principals, Technology, Principals, Asst. Prin., PEIMS	weekly	Skyward reports, Skylert reports, Peachjar records	increase parental involvement	Formative					1,2,6,9,10	2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
6 Campus-wide mentoring for students identified as at-risk	Principal, AP, counselor, staff	monthly	google doc, fewer office referrals	improved student-staff relationship, increased student scores	formative						
7 School-wide character development program	Principal, AP, counselor	yearly	school-wide assembly, PALS training	observation of positive student behavior/choices	formative	Just Say Yes	Donations	1200.00			
8 Implement restorative practices	Principal, AP	daily	fewer office referrals, fewer repeat offenders	increased social/coping skills, relationship skills	formative	Restorative Discipline training	General Fund				
9 Campus-wide (5 step) discipline approach	Principal, AP, staff	daily	fewer office referrals, increase time in class	consistent expectations campus-wide, increased student/staff relationships	formative						

Goals and Strategies

Campus Performance Objective: All students will graduate from high school.

Subject Area: Graduation Rates

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Students must attend at least 90% of the days a class is offered in order to receive credit.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards	All students will earn credit or recoup time	Formative					1,2,6,7,8,9,10	2,3,4
2 An intervention plan will be implemented to prevent truancy to minimize referrals to the truancy courts.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards, court paperwork	reduced number of truancy referrals	Formative					1,2,6,7,8,9,10	2,3,4
3 A plan to increase attendance will be developed and implemented that includes both proactive elements and state compliance actions.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards, court paperwork	reduced number of truancy referrals	Formative					1,2,6,7,8,9,10	2,3,4
4 Utilize MAP data to form intervention groups. (academic and social) and target instruction	Principal, AP, counselor, IC	all year	student progress, student and teacher input, test scores, MAP data	increased student progress, individual growth, teacher/student connectedness	increased student progress, individual growth, teacher/student connectedness	MAP		Local Categorical	6988.00		
5 Career Exploration class for all 8th grade students.	Principal, counselor, staff	first semester	career cruising interest report	student selection of career path for HS	formative	Career Cruising					
6 College/Career week	Principal, AP, counselor	yearly	staff identification regarding higher ed, student involvement in weekly activities	increase knowledge, interest and understanding of college and career options	student surveys						
7 Utilize additional staff (Instructional Coach) to assist teachers. (Modeling, planning, brainstorming, collaborating, etc)	Principal, AP, IC	all year	teacher input, PDAS, assessment scores	quality lessons using a variety of research based strategies	quality lessons using a variety of research based strategies	Tutoring		Local Categorical	19000.00		

Goals and Strategies

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

Subject Area: State Compensatory Education Funds

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (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, Asst. Prin, I-Coach, Counselor, Teachers	after each MAP assessment	Lesson plans, group documentation, intervention group documentation, LLI kit use	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
2 Provide proactive activities, supports, supplies and materials to help at-risk students master the curriculum, pass state assessments and reduce the drop-out rate.	Principal, Asst. Prin, I-Coach, Counselor, Teachers	each six weeks	Lesson plans, group documentation, intervention group documentation, LLI kit use	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
3 Provide dyslexic students with supports and programs.	Principal, Asst. Prin, I-Coach, Counselor, Teachers	each six weeks	Master schedule, Eduphoria records, MTA kit usage	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
4 Identify homeless students through the Campus Homeless Liaison and Intervention Specialist and work with the district liaison to provide supplemental support to students identified under McKinney-Vento.	Counselors, Registrars, Director of Intervention Services	anytime a student enrolls or becomes homeless	Homeless Paperwork	Homeless students will perform successfully on state assessment	Formative					1,2,3,7,8,9,10	1,2,3,4
5 Provide technology for at-risk students that will assist them in accessing the curriculum.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, iPad or Chromebook checkout schedule	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
6 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.	Asst. Supt. of C&I, Principal, Asst. Princ.	each six weeks	needs assessment, purchase records	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
7 Supplemental staff including teachers, instructional specialists and	Principal, I-Coach, Asst. Prin., CFO,	Each six weeks	weekly enrollment reports, staff:student ratios,	increased TELPAS growth and STAAR	Formative					1,2,3,4,7,8,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
paraprofessionals will be hired to ensure a higher level of academic achievement for all students.	Superintendent, PEIMS coordinator		lesson plans walk-throughs, T-TESS evaluations	scores							

Goals and Strategies

Campus Performance Objective: Federal Funds will be used appropriately to improve success of economically disadvantaged students with the core curriculum.

Subject Area: Federal Funds

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (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 in the delivery of the curriculum.	Principal, Asst. Princ., I-Coach	August and then each six weeks	Sign in sheets, Eduphoria records, walk throughs, T-TESS goal setting and appraisals	teachers implementing learning into the classroom	Formative					1,2,3,4,5,7,8,9,10	1,2,3,4
2 Provide proactive activities, supports, supplies and supplemental materials, including personnel, to help economically disadvantaged students master the curriculum, targeting areas of need based on student data and reduce the drop-out rate.	Principal, I-Coach, Asst. Prin., CFO, Superintendent, PEIMS coordinator	Each six weeks	weekly enrollment reports, staff:student ratios, lesson plans walk-throughs, T-TESS evaluations	increased state assessment scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
3 Provide parents the opportunity to be involved and informed with their child's performance in school.	Director of PR, principal, Asst. Princ., I-Coach, Classroom teachers	Each six weeks	homevisit logs, sign in sheets, PTA program participation, report cards, skyward records	increased state assessment scores	Formative					1,2,3,6,9,10	1,2,3,4
4 Provide transition activities for students and parents that are moving from one campus to another or from one program to another to insure student success.	Asst. Supt. of C&I, Principal, Asst. Princ., Counselor, Classroom Teacher, Director of PR	Spring Semester	transition night sign in sheet, schedule selection sheets, parent meetings	successful transition for each student	Formative					1,2,6,7,8,9,10	2,3,4
5 Grade level and content specific collaboration opportunities will be provided to teachers to increase student achievement. Supplemental pay and/or substitute costs could be provided.	Asst. Supt. of C&I, Principal, Asst. Princ., Counselor, Classroom Teacher	each six weeks	lesson plans, walk throughs, T-TESS evaluations, sign in sheets, Eduphoria records	increased state assessment scores	Formative					1,2,3,4,5,8,9,10	1,2,3,4
6 Provide opportunities for students to extend their learning through before/after school tutoring, Saturday School, Science camps and additional supplemental	Principal, tech staff, teacher, icoach, librarian	spring semester	lesson plans, attendance records, bus schedules	increased state assessment scores	Formative					1,2,3,8,9,10	2,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
learning opportunities.											
7 Provide numerous opportunities for parents to be active participants in their child's learning through activities.		Each six weeks	homevisit logs, sign in sheets, PTA program participation, report cards, skyward records	increased state assessment scores	Formative					1,2,6, 7, 9, 10	2,4
8 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.	Director of PR, principal, Asst. Princ., I-Coach, Classroom Teachers	Each six weeks	lesson plans, walk throughs, T-TESS evaluations, sign in sheets, Eduphoria records	increased state assessment scores	Formative					1,2,3,10	2,3,4
9 Instructional technology will be enhanced, supplemented, and repaired as necessary to ensure the ongoing use of technology in the classroom.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, IPad or Chromebook checkout schedule	increased state assessment scores	Formative					1,2,3,9,10	2,3,4
10 Computer Labs will be utilized or supplement instruction and provide acceleration for at risk learners.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, IPad or Chromebook checkout schedule	increased state assessment scores	Formative					1,2,3,7,8,9,10	2,3,4
11 Provide digital library and media resources to students and staff.	Principals, Librarians, Technology, Asst. Prin., I-Coach	each six weeks	Library usage reports, database usage information,	increased state assessment scores	Formative					1,2,3,7,8,9,10	2,3,4
12 Utilize I-Coaches to work with teachers to deliver the curriculum more effectively.	Principal, Asst. Prin.	each six weeks	T-TESS goal setting and appraisals, intervention documentation, lesson plans	increased state assessment scores	Formative					1,2,3,4,5,7,8,9,10	1,2,3,4

Goals and Strategies

Campus Performance Objective:

Subject Area:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (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

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	1,200.00
Local Categorical	54,260.50
Title II Part A: Improving Teacher Quality	14,865.46

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Donations	1,200.00
	Local Categorical	54,260.50
	Title II Part A: Improving Teacher Quality	14,865.46

Assurance Addendum

**Crandall Middle 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.

	Crandall Middle 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

**Crandall Middle School
Crandall Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
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CPOC Meetings* for 2017-18

#	Date	Time	Location
1	August 3, 2016	6:00pm	Crandall Middle School
2	September 13, 2016	3:30pm	Crandall Middle School
3	November 1, 2016	6:00pm	Crandall Middle School
4	June 26, 2017	8:00am	Crandall Middle School

* 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

Crandall Middle 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 2017-18, 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 2017-18, 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 2017-18, 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 2017-18, 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 2017-18, 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 violence.	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
	6) Special Education	For 2017-18, 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 2017-18, 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 2017-18, 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 2017-18 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 2017-18 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 2017-18, 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 2017-18, 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 2017-18, 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 2017-18, 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.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2017-18, 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

Crandall Middle School Crandall Independent School District

Plan Requirements

	1. Comprehensive needs assessment – 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. School-wide reform strategies – 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. Instruction by highly qualified teachers – 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. High-quality and ongoing professional development – 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. Strategies to attract high-quality, highly-qualified teachers – 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. Strategies to increase parental involvement – 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. Transition from early childhood programs – 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. Measures to include teachers in the decisions regarding the uses of academic assessments – 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. Effective, timely additional assistance – 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. Coordination and integration of federal, state, and local services and programs – 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

**Crandall Middle School
Crandall Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content
July 25, 26, 2017	Teachers, Administrators	Asst. Supt. of C&I	Revolutionize Learning
August 1, 2, 3, 2017	New Teachers	Asst. Supt. of C&I	New Teacher Orientation
August 8, 2017		Principal	
August 9 & 10, 2017	All District Teachers	Asst. Supt. of C&I	Content Specific Training, Interventions vs. Accommodations, MAP training
August 14, 2017	All District Employees	Central Office Team	Convocation
August 15, 2017	All District Teachers	Asst. Supt. of C&I	Content Specific Training, Data Dissaggregation
August 16, 2017	All District Teachers		Techpalooza
August 17, 2017			
August 18, 2017			
September 25, 2017			
November 6, 2017			
January 4, 2018			
January 5, 2018	All District Teachers	Asst. Supt. of C&I	Data Dissaggregation
February 20, 2018			
April 9, 2018			
May 25, 2018	All District Employees	Central Office Team	Closing Ceremonies

Crandall Independent School District Report of Violent and Criminal Incidents 2016-2017

The Texas Education Code requires every district to publish a report on violent and criminal incidents at their schools that is available for use and review by the public in the district. According to TEC §39.053:

... the annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments.

The following report was compiled in order to comply with this state statute.

Violent or Criminal Incidents per Campus

	Number	Rate	Type
Martin Elem.	0	Annual	
Wilson Elem.	1	Annual	Off Campus Title 5 Offense
	1	Annual	Terroristic Threat
	2	Annual	Assault against a school district employee or volunteer
Walker Elem.	0	Annual	
Middle School	1	Annual	Conduct punishable as a felony
	3	Annual	Possession or use of Marijuana, controlled substance, or dangerous drug
	2	Annual	Possession, sold, used or was under the influence of an alcoholic beverage
	2	Annual	Possession of Tobacco
	1	Annual	Terroristic Threat
High School	1	Annual	Conduct punishable as a felony
	1	Annual	Criminal Mischief
	2	Annual	Assault against a school district employee or volunteer
	5	Annual	Assault against someone other than a school district employee or volunteer
	3	Annual	Possession of Alcohol
	2	Annual	Public Lewdness or indecent exposure
	30	Annual	Possession of Tobacco
	7	Annual	Possession or use of Marijuana, controlled substance, or dangerous drug
	1	Annual	Conduct occurring off campus and while student is not in attendance for Felony
	1	Annual	Offense relating to prohibited weapons under penal code 46.05
Compass Academy	1	Annual	Possession, sold, used or was under the influence of an alcoholic beverage
	1	Annual	Terroristic Threat
	2	Annual	Possession of Tobacco
	2	Annual	Assault against someone other than a district employee or volunteer
Total	72		

Safe and Drug-Free School and Communities Evaluation

Program funds support the following activities:

- Publish and disseminate Student Code of Conduct and Discipline Management Plan,
- Student instruction in drug and violence prevention,
- Student support programs and counseling,
- Canine drug detection.

The following evaluation data were submitted for the 2015-2016 school year:

- Students expelled for weapon possession in grades K-12 = 0.
- Assaults against students by students in grades K-12= 0.
- Discipline referrals for tobacco/alcohol/drugs in grades 6-12=58
- Alternative Education Program placements in grades 6-12=63

School Violence Prevention and Violence Intervention Policies

The following district policies address violence prevention and intervention:

- Policy FFF(LOCAL) – Student welfare and safety;
- Policy FNCF(LOCAL) – Student conduct related to alcohol and drug use;
- Policy FNCC(LEGAL) – Student conduct related to hazing;
- Policy FFI(LOCAL) – Student conduct related to bullying
- Policy FNCG(LEGAL) – Student conduct related to weapons;
- Policy FNCH(LEGAL) – Student conduct related to assaults;
- Policy FO(LEGAL) – Student discipline and the Code of Conduct;
- Policy FO(LOCAL) – Student discipline and the Code of Conduct;
- Policy FOCA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOA(LOCAL) – Student placement in Alternative Education Setting;
- Policy FOA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOB(LEGAL) – Student suspension;
- Policy FOB(LOCAL) – Student suspension;
- Policy FOC(LEGAL) – Student discipline related to emergency placement;
- Policy FOD(LEGAL)-Student discipline and expulsion.

School Violence Prevention and Violence Intervention Procedures

The following district procedures address violence prevention and intervention:

- Eight school counselors provide violence prevention and conflict resolution instruction to students on all six campuses;
- Crandall ISD safety plan defining crisis management and safety procedures is posted in campus offices and classrooms.
- All teachers are given training on suicide prevention and recognizing/preventing bullying.

**Texas High School Graduates from FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
KAUFMAN									
CRANDALL ISD									
	129901002	CRANDALL COMPASS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	28						
	129901001	CRANDALL H S							
		Four-Year Public University	42	6	2	10	10	14	0
		Two-Year Public Colleges	73	20	11	13	13	11	5
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	66						
		Total High School Graduates	188						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.