

2016-17 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **CRANDALL H S**

Campus Number: **129901001**

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

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

Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	67%	68%	44%	71%	74%	*	*	*	80%	27%	55%	41%
	2016	65%	68%	69%	57%	71%	71%	-	*	-	70%	18%	61%	*
English II	2017	66%	64%	66%	47%	66%	70%	*	*	-	71%	17%	59%	*
	2016	67%	71%	73%	63%	75%	74%	*	*	-	*	24%	63%	*
Algebra I	2017	83%	81%	79%	67%	79%	82%	*	*	*	100%	50%	68%	67%
	2016	78%	85%	82%	75%	84%	82%	-	*	-	100%	39%	78%	83%
Biology	2017	86%	89%	90%	91%	84%	91%	*	*	*	100%	66%	81%	*
	2016	87%	92%	93%	89%	90%	94%	*	*	-	*	46%	86%	100%
U.S. History	2017	91%	90%	93%	88%	95%	93%	*	*	-	100%	67%	94%	100%
	2016	91%	91%	93%	79%	95%	95%	-	-	-	*	75%	92%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	75%	78%	64%	78%	81%	71%	100%	*	89%	42%	69%	55%
	2016	75%	79%	80%	69%	81%	81%	*	*	-	86%	37%	73%	56%
Reading	2017	72%	74%	67%	45%	69%	72%	*	*	*	76%	23%	57%	36%
	2016	73%	78%	71%	60%	73%	73%	*	*	-	73%	21%	62%	29%
Mathematics	2017	79%	77%	79%	67%	79%	82%	*	*	*	100%	50%	68%	67%
	2016	76%	79%	82%	75%	84%	82%	-	*	-	100%	39%	78%	83%
Science	2017	79%	78%	90%	91%	84%	91%	*	*	*	100%	66%	81%	*
	2016	79%	85%	93%	89%	90%	94%	*	*	-	*	46%	86%	100%
Social Studies	2017	77%	73%	93%	88%	95%	93%	*	*	-	100%	67%	94%	100%
	2016	77%	76%	93%	79%	95%	95%	-	-	-	*	75%	92%	*
STAAR Percent at Meets Grade Level All Grades														
Two or More Subjects	2017	48%	44%	58%	35%	58%	63%	*	*	*	68%	23%	48%	*
	2016	45%	44%	54%	39%	59%	56%	*	*	-	47%	12%	48%	*

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

Total Students: 998
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 School Type: High School

		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														
Reading	2017	48%	48%	56%	32%	53%	63%	*	*	*	62%	22%	43%	*
	2016	46%	49%	56%	42%	56%	59%	*	*	-	50%	*	46%	*
Mathematics	2017	48%	40%	34%	*	42%	37%	*	*	*	*	20%	20%	*
	2016	43%	40%	36%	28%	40%	35%	-	*	-	*	*	40%	*
Science	2017	52%	46%	58%	47%	53%	63%	*	*	*	50%	39%	48%	*
	2016	47%	54%	72%	40%	62%	80%	*	*	-	*	*	60%	*
Social Studies	2017	51%	46%	69%	48%	74%	71%	-	*	-	83%	*	73%	*
	2016	47%	41%	62%	52%	76%	60%	-	-	-	*	26%	67%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	14%	7%	13%	16%	*	*	*	21%	5%	10%	*
	2016	18%	15%	12%	7%	7%	15%	*	*	-	*	*	9%	*
Reading	2017	19%	19%	8%	5%	5%	9%	*	*	*	*	*	5%	*
	2016	17%	16%	7%	*	4%	9%	*	*	-	*	*	5%	*
Mathematics	2017	23%	17%	9%	*	*	12%	*	*	*	*	*	*	*
	2016	19%	14%	10%	*	*	13%	-	*	-	*	*	13%	*
Science	2017	19%	15%	18%	*	16%	20%	*	*	*	*	*	15%	*
	2016	16%	17%	21%	*	*	27%	*	*	-	*	*	15%	*
Social Studies	2017	27%	20%	30%	15%	36%	33%	*	*	-	*	*	31%	*
	2016	22%	14%	21%	21%	19%	22%	-	-	-	*	*	16%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	36%	*	*	38%	*	*	*	*	*	*	*
	2016	62%	56%	52%	*	*	52%	*	*	-	*	*	51%	*
Reading	2017	59%	57%	36%	*	*	*	*	*	-	*	*	*	*
	2016	60%	58%	*	*	*	*	*	*	-	*	*	*	*

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

Total Students: 998
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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^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	57%	37%	*	*	45%	*	*	*	*	*	*	*
	2016	63%	54%	49%	*	*	51%	-	*	-	*	*	54%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	5%	*	*	7%	*	*	*	*	*	*	*
	2016	17%	13%	5%	*	*	6%	*	*	-	*	*	7%	*
Reading	2017	17%	19%	2%	*	*	*	*	*	-	*	*	*	*
	2016	16%	15%	*	*	*	*	*	*	-	*	*	*	*
Mathematics	2017	20%	14%	9%	*	*	13%	*	*	*	*	*	*	*
	2016	17%	12%	14%	*	*	18%	-	*	-	*	*	20%	*

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: 998
 Grade Span: 09 - 12
 (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%	78%	-	-	-	-	-	55%	-	55%	*	55%	55%
	2016	75%	79%	80%	-	-	-	-	-	58%	60%	*	*	58%	56%
Reading	2017	72%	74%	67%	-	-	-	-	-	33%	-	33%	*	33%	36%
	2016	73%	78%	71%	-	-	-	-	-	*	*	*	*	*	29%
Mathematics	2017	79%	77%	79%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2016	76%	79%	82%	-	-	-	-	-	*	*	-	-	*	83%
Science	2017	79%	78%	90%	-	-	-	-	-	*	-	*	-	*	*
	2016	79%	85%	93%	-	-	-	-	-	100%	100%	-	-	100%	100%
Social Studies	2017	77%	73%	93%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2016	77%	76%	93%	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	44%	58%	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	44%	54%	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	48%	48%	56%	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	49%	56%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	48%	40%	34%	-	-	-	-	-	*	-	*	-	*	*
	2016	43%	40%	36%	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	46%	58%	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	54%	72%	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2017	51%	46%	69%	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	41%	62%	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	14%	-	-	-	-	-	*	-	*	*	*	*
	2016	18%	15%	12%	-	-	-	-	-	*	*	*	*	*	*

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

Total Students: 998
 Grade Span: 09 - 12
 (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															
Reading	2017	19%	19%	8%	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	16%	7%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	17%	9%	-	-	-	-	-	*	-	*	-	*	*
	2016	19%	14%	10%	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	15%	18%	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	17%	21%	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2017	27%	20%	30%	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	14%	21%	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	36%	-	-	-	-	-	*	-	*	*	*	*
	2016	62%	56%	52%	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	59%	57%	36%	-	-	-	-	-	*	-	*	*	*	*
	2016	60%	58%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	57%	37%	-	-	-	-	-	*	-	*	-	*	*
	2016	63%	54%	49%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	5%	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	13%	5%	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	17%	19%	2%	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	15%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	14%	9%	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	12%	14%	-	-	-	-	-	*	*	-	-	*	*

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

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

Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	99%	100%	99%	99%	100%	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	94%	93%	92%	96%	58%	56%	*	95%	96%	94%	74%
Not Included in Accountability													
Mobile	4%	6%	4%	7%	5%	3%	42%	0%	*	5%	3%	4%	12%
Other Exclusions	1%	0%	1%	0%	2%	0%	0%	44%	*	0%	0%	1%	14%
Not Tested	1%	0%	1%	0%	1%	1%	0%	0%	*	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	1%	0%	0%	*	0%	0%	1%	0%
2016 STAAR Participation (All Grades)													
Reading													
Test Participant	99%	100%	99%	97%	100%	99%	*	*	-	100%	97%	100%	100%
Included in Accountability	94%	93%	94%	89%	92%	96%	*	*	-	100%	89%	94%	73%
Not Included in Accountability													
Mobile	4%	6%	5%	9%	8%	3%	*	*	-	0%	8%	6%	18%
Other Exclusions	1%	0%	0%	0%	1%	0%	*	*	-	0%	0%	0%	9%
Not Tested	1%	0%	1%	3%	0%	1%	*	*	-	0%	3%	0%	0%
Absent	1%	0%	1%	3%	0%	1%	*	*	-	0%	3%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%

District Name: CRANDALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.3%	95.7%	95.7%	96.5%	95.5%	*	*	-	96.6%	94.4%	94.9%	95.9%
2014-15	95.7%	96.3%	96.0%	96.3%	97.0%	95.7%	*	98.6%	-	95.1%	94.3%	95.5%	*
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	0.3%	0.3%	0.0%	1.0%	0.1%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
2014-15	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	99.1%	99.5%	95.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Received GED	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Continued HS	4.2%	0.9%	0.5%	5.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Dropped Out	6.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Graduates and GED	89.6%	99.1%	99.5%	95.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Grads, GED, & Cont	93.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Class of 2015													
Graduated	89.0%	98.1%	98.9%	100.0%	96.4%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Received GED	0.6%	0.5%	0.5%	0.0%	3.6%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
Continued HS	4.1%	0.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
Dropped Out	6.3%	0.5%	0.5%	0.0%	0.0%	0.7%	-	0.0%	-	*	0.0%	0.0%	-
Graduates and GED	89.6%	98.6%	99.5%	100.0%	100.0%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.7%	99.5%	99.5%	100.0%	100.0%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	99.1%	98.9%	100.0%	96.4%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Received GED	0.8%	0.5%	0.5%	0.0%	3.6%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
Continued HS	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
Dropped Out	6.7%	0.5%	0.5%	0.0%	0.0%	0.7%	-	0.0%	-	*	0.0%	0.0%	-
Graduates and GED	92.1%	99.5%	99.5%	100.0%	100.0%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.3%	99.5%	99.5%	100.0%	100.0%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Class of 2014													
Graduated	90.4%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received GED	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	7.2%	1.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and GED	91.5%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Grads, GED, & Cont	92.8%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received GED	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	7.2%	1.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and GED	92.2%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Grads, GED, & Cont	92.8%	98.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*

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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
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received GED	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	7.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and GED	92.3%	100.0%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Grads, GED, & Cont	92.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	98.3%	99.0%	95.0%	100.0%	99.3%	*	*	-	-	95.2%	100.0%	*
Class of 2015	89.0%	98.1%	98.9%	100.0%	96.4%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	99.1%	98.9%	100.0%	96.4%	99.3%	-	100.0%	-	*	100.0%	100.0%	-
Class of 2014	90.4%	98.3%	99.5%	100.0%	100.0%	99.3%	*	-	-	*	95.5%	98.4%	*
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	98.3%	99.5%	100.0%	100.0%	99.3%	*	-	-	*	95.5%	98.4%	*
Class of 2013	90.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	84.4%	89.2%	84.2%	90.3%	89.4%	*	*	-	-	30.0%	88.9%	*
Class of 2015	86.1%	93.3%	95.7%	92.9%	96.3%	95.6%	-	100.0%	-	*	66.7%	90.4%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	84.4%	89.2%	84.2%	90.3%	89.4%	*	*	-	-	30.0%	88.9%	*
Class of 2015	84.1%	93.3%	95.7%	92.9%	96.3%	95.6%	-	100.0%	-	*	66.7%	90.4%	-
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	81.8%	88.2%	80.0%	93.1%	88.0%	*	*	-	-	21.1%	88.4%	*
2014-15	84.3%	92.1%	94.7%	92.9%	90.0%	95.6%	-	100.0%	-	*	42.9%	89.6%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	81.1%	88.2%	80.0%	93.1%	88.0%	*	*	-	-	21.1%	88.4%	*
2014-15	82.2%	92.1%	94.7%	92.9%	90.0%	95.6%	-	100.0%	-	*	42.9%	89.6%	-
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	50.0%	53.5%	46.5%	60.6%	52.4%	*	*	-	*	14.6%	50.3%	*
2014-15	54.5%	53.6%	55.8%	40.0%	61.0%	55.7%	*	85.7%	-	*	6.9%	41.1%	*
English Language Arts													
2015-16	30.1%	15.8%	16.8%	9.8%	15.4%	18.1%	*	*	-	*	3.1%	11.5%	*
2014-15	29.0%	6.1%	6.8%	3.3%	6.7%	7.5%	*	*	-	*	0.0%	4.2%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

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

Total Students: 998
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Mathematics													
2015-16	43.1%	45.1%	46.4%	43.2%	43.8%	46.8%	*	*	-	*	22.7%	40.3%	*
2014-15	43.8%	54.9%	56.2%	39.4%	63.6%	55.8%	*	85.7%	-	*	15.4%	43.3%	*
Science													
2015-16	12.2%	15.6%	17.1%	13.3%	14.0%	18.2%	-	*	-	*	0.0%	12.9%	*
2014-15	12.7%	14.2%	15.4%	6.3%	19.2%	14.8%	*	50.0%	-	*	0.0%	9.5%	*
Social Studies													
2015-16	29.0%	12.3%	13.6%	4.2%	5.4%	17.5%	-	-	-	*	0.0%	9.0%	*
2014-15	28.4%	0.4%	0.4%	0.0%	0.0%	0.6%	*	*	-	-	0.0%	0.0%	*
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	22.6%	22.8%	17.4%	24.2%	23.7%	40.0%	*	-	0.0%	6.7%	21.2%	5.6%
2014-15	34.6%	25.2%	25.1%	15.4%	24.0%	26.1%	*	75.0%	-	33.3%	2.7%	16.3%	0.0%
English Language Arts													
2015-16	16.2%	7.0%	7.0%	3.6%	5.6%	8.2%	0.0%	*	-	0.0%	1.3%	4.7%	0.0%
2014-15	15.7%	2.4%	2.5%	1.2%	2.2%	2.9%	*	*	-	0.0%	0.0%	1.5%	0.0%
Mathematics													
2015-16	19.3%	18.9%	18.8%	15.0%	16.1%	20.3%	40.0%	*	-	0.0%	8.3%	16.4%	5.9%
2014-15	19.4%	24.4%	24.1%	14.6%	24.0%	24.8%	*	75.0%	-	33.3%	3.5%	16.4%	0.0%
Science													
2015-16	5.1%	6.0%	6.3%	3.9%	5.4%	7.0%	*	*	-	0.0%	0.0%	4.8%	0.0%
2014-15	5.2%	6.3%	6.5%	2.3%	7.0%	6.5%	*	42.9%	-	9.1%	0.0%	3.6%	*
Social Studies													
2015-16	20.8%	4.4%	4.6%	1.4%	1.7%	6.4%	*	*	-	0.0%	0.0%	3.2%	0.0%
2014-15	19.5%	0.2%	0.2%	0.0%	0.0%	0.2%	*	*	-	0.0%	0.0%	0.0%	*
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	41.7%	41.8%	31.3%	34.8%	42.7%	*	*	-	-	*	32.7%	*
2014-15	42.0%	34.0%	35.0%	13.0%	31.0%	37.0%	-	40.0%	-	*	-	25.0%	-
Mathematics													
2015-16	44.6%	43.4%	44.6%	18.8%	50.0%	45.3%	*	*	-	-	*	32.7%	-
2014-15	38.0%	40.0%	41.0%	13.0%	38.0%	44.0%	-	40.0%	-	*	-	25.0%	-
Both Subjects													
2015-16	38.7%	25.5%	26.6%	18.8%	28.6%	24.5%	*	*	-	-	*	19.1%	-
2014-15	35.0%	32.0%	32.0%	13.0%	31.0%	33.0%	-	40.0%	-	*	-	25.0%	-
Either Subject													
2015-16	56.4%	58.6%	58.9%	31.3%	54.2%	62.6%	*	*	-	-	*	45.1%	*
2014-15	45.0%	43.0%	43.0%	13.0%	38.0%	47.0%	-	40.0%	-	*	-	25.0%	-
College and Career Ready Graduates													
2015-16	75.9%	63.0%	72.8%	60.0%	82.8%	71.8%	*	*	-	-	26.3%	71.0%	*
2014-15	74.5%	74.1%	78.7%	71.4%	83.3%	77.0%	-	100.0%	-	*	57.1%	77.1%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

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Total Students: 998
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	21.1%	22.6%	25.0%	20.7%	20.4%	*	*	-	-	0.0%	17.4%	*
2014-15	10.6%	1.9%	2.1%	0.0%	3.3%	2.2%	-	0.0%	-	*	0.0%	0.0%	-
Mathematics													
2015-16	18.1%	22.9%	25.1%	15.0%	31.0%	23.2%	*	*	-	-	0.0%	18.8%	*
2014-15	7.1%	5.6%	6.4%	0.0%	3.3%	8.1%	-	0.0%	-	*	0.0%	0.0%	-
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	37.9%	44.1%	25.0%	62.1%	42.3%	*	*	-	-	5.3%	37.7%	*
2014-15	48.1%	40.7%	46.8%	14.3%	60.0%	45.9%	-	100.0%	-	*	0.0%	37.5%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	1.3%	1.5%	0.0%	0.0%	2.1%	*	*	-	-	0.0%	1.4%	*
2014-15	10.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	37.0%	42.1%	25.0%	55.2%	41.5%	*	*	-	-	5.3%	39.1%	*
2014-15	43.4%	36.6%	41.5%	14.3%	50.0%	40.7%	-	100.0%	-	*	0.0%	35.4%	-
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	34.4%	40.0%	35.0%	37.9%	42.3%	*	*	-	-	21.1%	40.6%	*
2014-15	46.6%	55.1%	56.9%	64.3%	56.7%	53.3%	-	100.0%	-	*	57.1%	64.6%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	22.0%	24.5%	11.1%	40.3%	22.6%	*	*	-	*	n/a	23.1%	n/a
2015	24.9%	26.7%	28.3%	8.1%	44.1%	26.8%	*	83.3%	-	*	n/a	21.2%	n/a
English Language Arts													
2016	15.5%	3.6%	4.0%	8.9%	7.5%	2.5%	*	*	-	*	n/a	4.5%	n/a
2015	15.1%	5.6%	5.9%	5.4%	5.1%	5.4%	*	50.0%	-	*	n/a	3.6%	n/a
Mathematics													
2016	6.8%	12.0%	13.4%	0.0%	14.9%	14.7%	*	*	-	*	n/a	6.7%	n/a
2015	6.8%	10.3%	10.9%	5.4%	13.6%	10.2%	*	66.7%	-	*	n/a	7.3%	n/a
Science													
2016	10.4%	6.8%	7.6%	2.2%	4.5%	9.0%	*	*	-	*	n/a	4.5%	n/a
2015	10.2%	11.7%	12.4%	5.4%	16.9%	11.5%	*	50.0%	-	*	n/a	8.0%	n/a
Social Studies													
2016	14.8%	7.5%	8.3%	6.7%	11.9%	7.9%	*	*	-	*	n/a	9.7%	n/a
2015	14.4%	17.0%	18.1%	2.7%	27.1%	17.9%	*	50.0%	-	*	n/a	11.7%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	40.2%	40.2%	20.0%	59.3%	34.9%	*	*	-	-	n/a	54.8%	n/a
2015	49.1%	33.6%	33.6%	*	42.3%	32.1%	-	0.0%	-	*	n/a	34.5%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

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Total Students: 998
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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
AP/IB Results (Examinees >= Criterion)													
English Language Arts													
2016	43.3%	31.3%	31.3%	*	20.0%	42.9%	-	-	-	-	n/a	33.3%	n/a
2015	43.7%	48.0%	48.0%	*	*	58.8%	-	*	-	-	n/a	40.0%	n/a
Mathematics													
2016	54.0%	34.0%	34.0%	-	10.0%	41.5%	*	*	-	-	n/a	22.2%	n/a
2015	51.7%	13.0%	13.0%	*	12.5%	15.6%	-	*	-	-	n/a	0.0%	n/a
Science													
2016	35.1%	33.3%	33.3%	*	*	40.0%	-	*	-	-	n/a	16.7%	n/a
2015	35.4%	40.4%	40.4%	*	40.0%	44.4%	-	*	-	*	n/a	18.2%	n/a
Social Studies													
2016	41.6%	6.1%	6.1%	*	0.0%	9.1%	-	-	-	-	n/a	0.0%	n/a
2015	40.1%	13.2%	13.2%	*	12.5%	14.3%	-	*	-	-	n/a	12.5%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	55.1%	63.6%	70.0%	58.6%	63.4%	*	*	-	-	n/a	56.5%	n/a
Class of 2015	68.3%	55.1%	62.8%	57.1%	46.7%	65.9%	-	100.0%	-	*	n/a	37.7%	n/a
At/Above Criterion													
Class of 2016	22.5%	14.4%	14.5%	0.0%	17.6%	16.7%	*	*	-	-	n/a	5.7%	n/a
Class of 2015	24.3%	25.2%	25.4%	0.0%	14.3%	29.2%	-	20.0%	-	*	n/a	10.0%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1357	1356	1189	1346	1389	*	*	-	-	n/a	1249	n/a
Class of 2015	1394	1405	1407	*	1396	1416	-	*	-	*	n/a	1360	n/a
English Language Arts and Writing													
Class of 2016	903	893	893	792	891	913	*	*	-	-	n/a	829	n/a
Class of 2015	912	915	916	*	897	924	-	*	-	*	n/a	888	n/a
Mathematics													
Class of 2016	472	464	464	398	455	477	*	*	-	-	n/a	422	n/a
Class of 2015	482	490	491	*	499	492	-	*	-	*	n/a	472	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	19.6	19.6	*	19.4	19.9	*	*	-	-	n/a	18.7	n/a
Class of 2015	20.6	20.8	20.8	18.4	20.2	21.2	-	21.4	-	*	n/a	20.2	n/a
English Language Arts													
Class of 2016	19.8	19.2	19.1	*	19.0	19.4	*	*	-	-	n/a	18.0	n/a
Class of 2015	20.1	20.4	20.4	17.6	18.7	21.0	-	21.8	-	*	n/a	19.1	n/a
Mathematics													
Class of 2016	20.5	19.5	19.4	*	19.0	19.7	*	*	-	-	n/a	18.1	n/a
Class of 2015	20.9	20.8	20.8	17.3	21.5	21.0	-	21.8	-	*	n/a	20.8	n/a

District Name: CRANDALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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Total Students: 998
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 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average ACT Score													
Science													
Class of 2016	20.5	20.3	20.3	*	20.4	20.6	*	*	-	-	n/a	20.3	n/a
Class of 2015	20.7	21.3	21.3	20.1	21.6	21.5	-	20.4	-	*	n/a	21.7	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	56.9%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	61.1%	65.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	63.0%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	68.9%	70.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Total Students: 998
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 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	998	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	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.4%	7.3%
Grade 9	296	29.7%	8.0%	8.1%
Grade 10	255	25.6%	7.1%	7.4%
Grade 11	257	25.8%	7.2%	6.8%
Grade 12	190	19.0%	5.3%	6.2%
Ethnic Distribution:				
African American	140	14.0%	13.0%	12.6%
Hispanic	226	22.6%	25.3%	52.4%
White	603	60.4%	58.5%	28.1%
American Indian	0	0.0%	0.4%	0.4%
Asian	5	0.5%	0.5%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	23	2.3%	2.1%	2.2%
Economically Disadvantaged	416	41.7%	47.0%	59.0%
Non-Educationally Disadvantaged	582	58.3%	53.0%	41.0%
English Language Learners (ELL)	33	3.3%	9.2%	18.9%
Students w/ Disciplinary Placements (2015-2016)	37	3.6%	1.6%	1.4%
At-Risk	354	35.5%	40.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	101			
By Type of Primary Disability				
Students with Intellectual Disabilities	60	59.4%	42.8%	44.5%
Students with Physical Disabilities	*	*	21.7%	21.9%
Students with Autism	**	**	**	12.5%
Students with Behavioral Disabilities	31	30.7%	25.2%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.3%

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Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	128	12.4%	13.6%	16.2%
By Ethnicity:				
African American	21	2.0%		
Hispanic	29	2.8%		
White	78	7.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		
Graduates (Class of 2016):				
Total Graduates	195	100.0%	227	324,311
By Ethnicity (incl. Special Ed.):				
African American	20	10.3%	24	41,084
Hispanic	29	14.9%	34	157,633
White	142	72.8%	165	104,551
American Indian	2	1.0%	2	1,280
Asian	2	1.0%	2	13,481
Pacific Islander	0	0.0%	0	449
Two or More Races	0	0.0%	0	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	23	11.8%	41	42,804
Recommended H.S. Program/DAP	172	88.2%	184	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	2	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	19	9.7%	20	23,325

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<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
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	20.4
Secondary:			
English/Language Arts	17.5	17.6	16.8
Foreign Languages	21.6	20.9	18.7
Mathematics	18.8	18.3	18.0
Science	20.6	18.9	19.0
Social Studies	19.0	18.8	19.4

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

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

Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.7	100.0%	100.0%	100.0%
Professional Staff:	76.7	87.5%	67.5%	64.0%
Teachers	63.1	72.0%	53.6%	50.0%
Professional Support	8.9	10.1%	8.9%	10.0%
Campus Administration (School Leadership)	4.7	5.4%	3.4%	2.9%
Educational Aides:	11.0	12.5%	11.0%	9.6%
Total Minority Staff:	11.0	12.5%	14.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.0	7.9%	4.5%	10.2%
Hispanic	4.0	6.3%	5.6%	26.6%
White	54.1	85.7%	88.1%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	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	26.0	41.2%	18.9%	23.7%
Females	37.1	58.8%	81.1%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.6%	0.4%	1.2%
Bachelors	41.9	66.3%	78.1%	74.5%
Masters	17.3	27.4%	20.2%	23.6%
Doctorate	3.0	4.8%	1.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.0	11.1%	7.8%	7.8%
1-5 Years Experience	21.5	34.0%	33.9%	28.0%
6-10 Years Experience	14.0	22.2%	26.4%	20.9%
11-20 Years Experience	13.6	21.6%	21.1%	27.8%
Over 20 Years Experience	7.0	11.1%	10.8%	15.5%
Number of Students per Teacher	15.8	n/a	16.2	15.1

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

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

Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	16.3	19.5
Average Years Experience of Principals with District	15.0	10.8	12.2
Average Years Experience of Assistant Principals	14.3	13.4	15.7
Average Years Experience of Assistant Principals with District	1.0	1.3	10.1
Average Years Experience of Teachers:	8.6	8.6	10.9
Average Years Experience of Teachers with District:	4.0	4.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,664	\$49,268	\$46,199
1-5 Years Experience	\$46,899	\$46,429	\$48,779
6-10 Years Experience	\$48,938	\$47,404	\$51,184
11-20 Years Experience	\$52,723	\$51,044	\$54,396
Over 20 Years Experience	\$63,661	\$60,438	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$51,329	\$49,396	\$52,525
Professional Support	\$56,909	\$61,250	\$61,728
Campus Administration (School Leadership)	\$75,124	\$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 H S
 Campus Number: 129901001

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

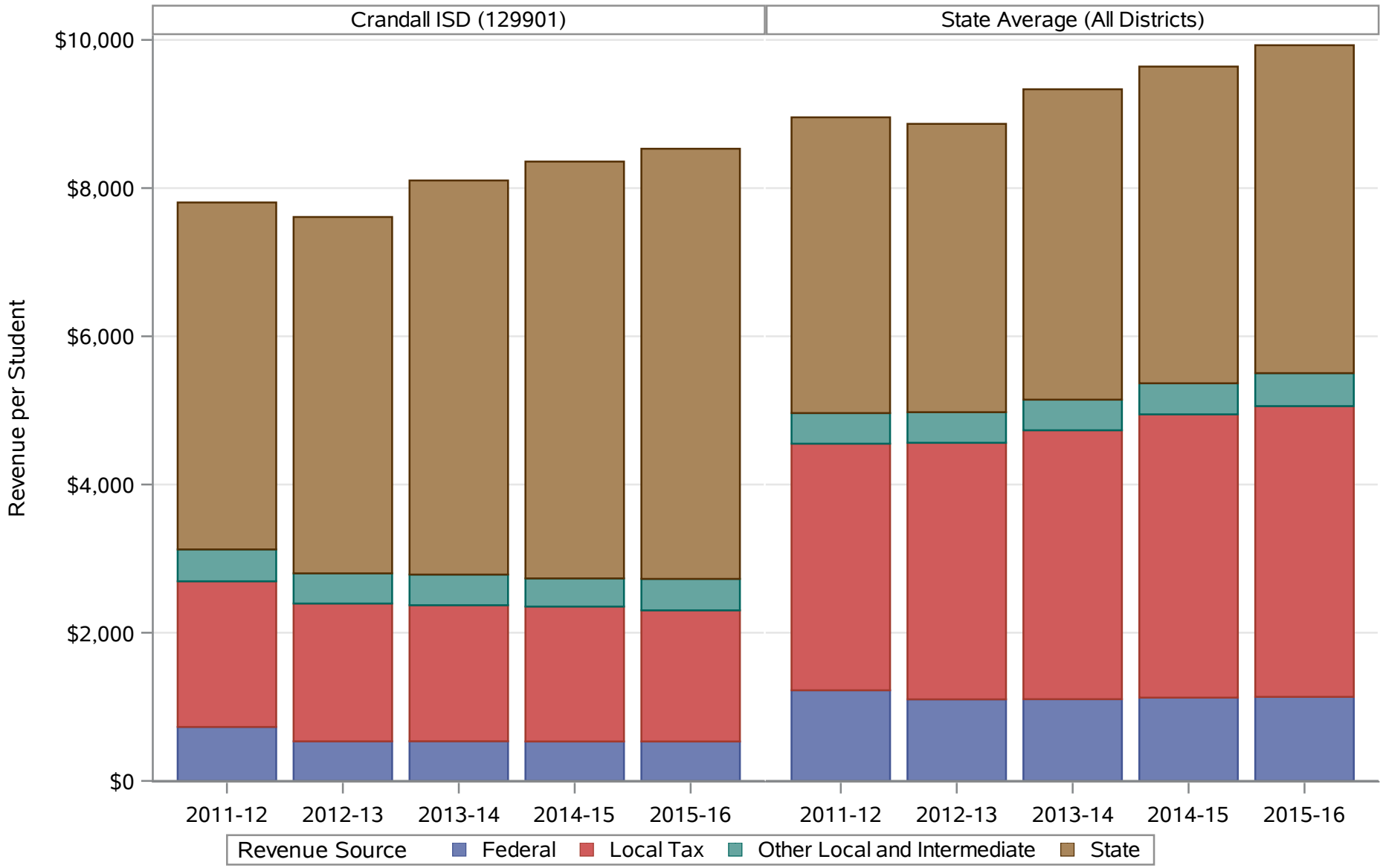
Total Students: 998
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	32	3.2%	8.9%	18.8%
Career & Technical Education	908	91.0%	24.3%	25.0%
Gifted & Talented Education	44	4.4%	4.7%	7.8%
Special Education	101	10.1%	8.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.3%	1.8%	6.0%
Career & Technical Education	13.3	21.1%	6.2%	4.5%
Compensatory Education	1.3	2.1%	3.2%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	36.0	57.1%	77.1%	72.8%
Special Education	6.6	10.4%	8.8%	8.6%
Other	5.7	9.1%	2.5%	3.4%

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

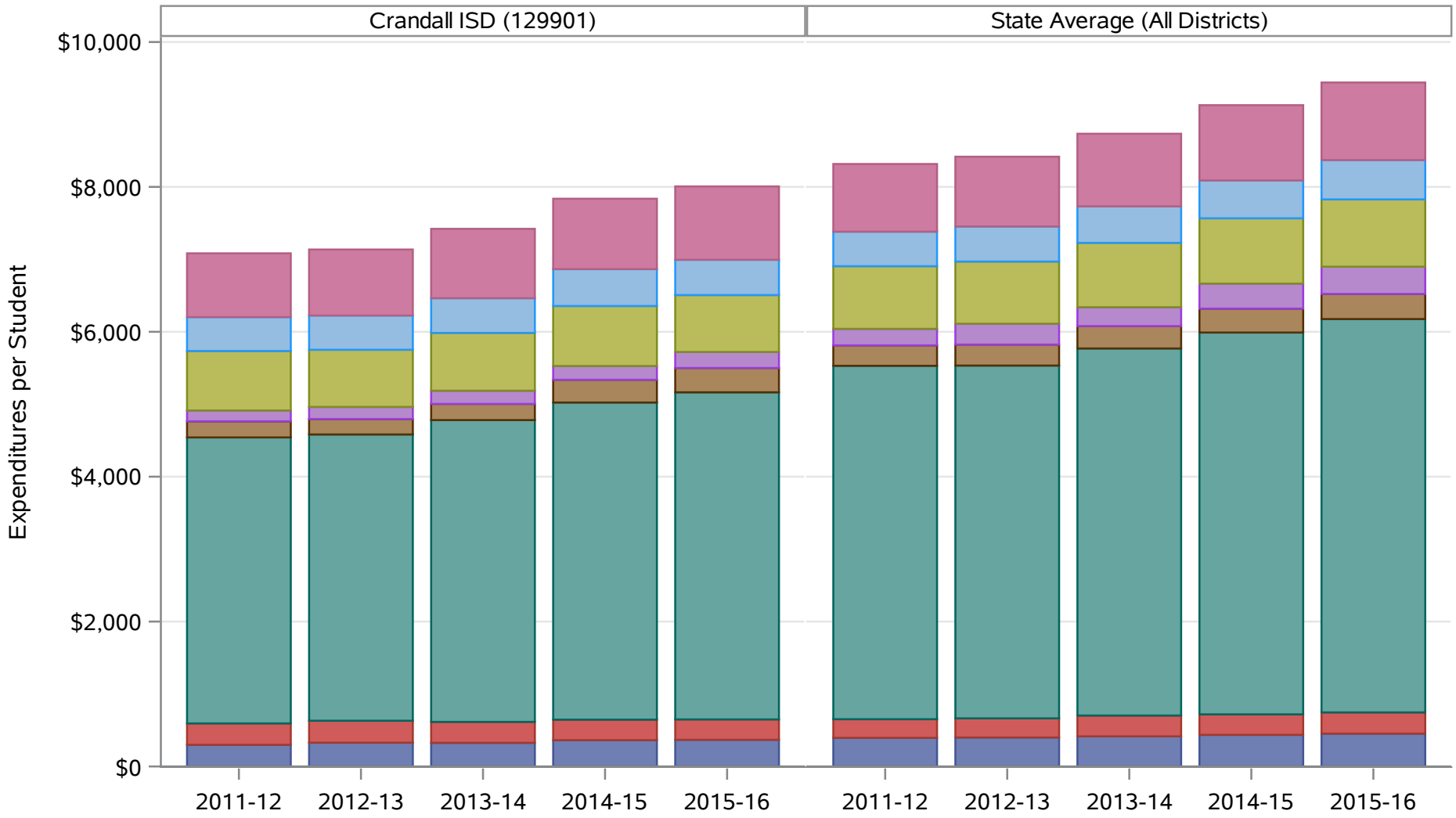
- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless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

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	Campus Crisis Plan School Resource Officer Security cameras Security Webinars				1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
2 Teachers and support staff will engage in district staff development to increase student performance in ELA	Principal, Assistant Principals, ICoach, CHS Staff	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative	Assistant Principals Faculty & Staff				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	Staff Leadership Team Teacher committees Staff, student, and parent, perception				1,2,3,8,9,10	2,3,4
4 Increase effective intervention services for SPED students	Principal, Assistant Principals, counselor, Intervention service speclist, CHS Staff	ongoing	Improved scores	Increased student performance	formative and summative	Assistant Principals Staff Leadership Team					

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	Associate Principal				1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
2 Students will be encouraged to enroll in PreAP and AP classes.	Principal, Counselors, Associate Principal, and teachers	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative	Counselors Associate Principal All Faculty				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	All Teachers				1,2,3,8,9,10	2,3,4
5 Teacher and support staff will engage in campus staff development to increase student performance in math	Principal, Counselors, Associate Principal, Teachers, Paraprofession als	Aug and each six weeks staff development day	sign in sheets, Eduphoria records, classroom walkthroughs	implementatio n of learned skills, increased test scores	formative	All Faculty					
7 Ensure team planning and EOC team planning	All teachers, EOC teaching staff, administrators	weekly planning, daily integration	Consistent plans and daily instructional implementation	Increased STAAR and EOC scores, improved grades	Lesson plan reviews, collaboration and creativity increase in planning meeting, STAAR scores, EOC results, student grades						
8 Implement consistent lesson planning expectations and digital format to build on in	All teaching staff, administrators	weekly planning, daily integration,	Consistent plans and daily instructional	Increased STAAR and EOC scores,	Lesson plan reviews, collaboration and						

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		
future years		increase in digital sharing and improving of plans, increase in adoption of exemplar lessons	implementation	improved grades	creativity increase in planning meeting, STAAR scores, EOC results, student grades						
9 Increase effective intervention services for SPED students	Principal, Asst. Principal, all teaching staff, counselors	on going	Improved scores	Increased student performance	formative and summative						

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	Improvement in delivery of effective and relevant instruction and experiences	Sheltered Instructional strategies implemented into core classroom instruction	Formative	Career Cruising LOTE		Local Categorical Title II Part A: Improving Teacher Quality	2989.00 375.00	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					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 paraprofessionals will be hired to ensure a higher level of academic achievement for all ELL students.	Director of BE, 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 TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
7 Provide technology for ELL students that will assist them	Director of BE, Principal, I-	Each six weeks	materials being used, walk	increased TELPAS growth	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		
in accessing the curriculum and improving the English language proficiency.	Coach, Asst. Prin.,		throughs, T-TESS evaluations, lesson plans,	and STAAR scores							
8 Provide rigorous instruction that will result in increases in SAT/ACT scores	Teachers	on going	Increased learning as measured by grades and SAT/ACT scores	Increased learning as measured by grades and SAT/ACT scores	Increased learning as measured by grades and SAT/ACT scores	Professional Development Associate Principal All Faculty PSAT testing ACT Prep class consultant	4000-4999: Books And Supplies Local Categorical Local Categorical	 4305.00 1000.00			

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	increased student achievement & higher attendance percentages					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	Decrease in unexcused absences & consequences enforced	increased state assessment scores of GT students	attendance reports, decreased interruptions to the learning environment					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	Decrease in truancy court filings	increased state assessment scores of dyslexic students	attendance reports, decreased interruptions to the learning environment, decrease in truancy court filings					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 the dropout rate of adolescent parents.	discipline referral percentage within normal limits	Eliminate or decrease drop out percentage					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		improved state assessment scores	Formative					1,2,3,4,9,10	1,2,3,4
6 Teacher mentoring will be provided at each campus using "Know Your Impact" series.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals,	August and then each six weeks	Teacher use of technology in instruction and for administrative use	retention rates of new employees	Increased use of devices and increased student creation and	Istation		Local Categorical	734.00	1,2,3,4,5,7,8,9,10	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			
	Asst. Prin., Mentors		to increase creation skills and digital learning opportunities		products that enhance learning							
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	Summative					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	lesson plans walk through observations/data					1,2,6,9,10	1,2,3,4
9	Ensure physical fitness assessment is administered to 100% of students in physical education classes and athletics.	principal, coaches, teachers		Fitnessgram campus report showing 100% compliance								
10	Use EIT and the RTI process to address needs of students and teachers.	Principal, counselors, teachers, Intervention Specialist	each six weeks and progress monitoring goals completed every 10-15 days for at risk students	Fewer SpEd referrals/few failing grades/fewer behavior referrals	Decreased failing grades, increased progress monitoring goals and paperwork completed increased success of interventions	Decreased failing grades, increased progress monitoring goals and paperwork completed increased success of interventions	Homeless student supplies	Title I		353.32		
11	.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.	Principal, Counselors, Associate Principal, Teachers, Paraprofessionals			Parents and students taking advantage of post high school opportunities	Parents and students taking advantage of post high school opportunities						

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	Summative					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	master schedule, CATCH documentation, Fitnessgram	students participating in PE/recess	Formative					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	Formative					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
6 Continue staff to student mentoring program.	Principal, Asst. Principals,	Monthly	Google tracking sheets,	reduced number of	Formative and summative						

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		
	counselors		Mentor/Mentee breakfast meeting	referrals, increased student achievement scores							
7 Launch student to student peer mentoring program.		Monthly	Google tracking sheets	reduced number of referrals, increased student achievement scores	Formative and summative						
8 Home visits	All high school staff	Aug., Monthly	Google form	reduced number of referrals, increased student achievement scores	Formative and summative						
9 Attain end of program industry certifications and licenses.	CTE staff	on going	number of students enrolled in specific programs, Use Map and PBMAS data	number of certificates, PBMAS data report	Summative						
10 CHS Student Pirate Pride Honor Code	Principal, Assistant Principals, Coaches and sponsors, all student leaders (involved in any extra-curricular program)	on going	Increase in student pride and ownership of personal and group behaviors that impact their groups and campus	Increase in awareness involving impact of behavioral choices by students, staff, parents and community members	Reduction in discipline referrals, increase in pride, ownership, responsibility and respect	Honor code expectations for all student extra curricular groups					
11 Continued efforts for drop out prevention	Principal, Assistant Principals, counselors, teaching staff, Invention Specialist	ongoing	Stars program, credit recover opportunities, Counseling services	Below 2% drop out rate	formative and summative						
12 Increase student attendance	Principal, Assistant Principals, counselors, teaching staff, Invention	ongoing	opportunity for exceptions, mentoring program, program involvement, credit recovery		formative and summative						

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		
	Specialist		opportunities								

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

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, Asst. Princ., Counselor, Classroom Teacher	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.	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					1,2,6, 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

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
Local Categorical	57,118.94
Title I	353.32
Title II Part A: Improving Teacher Quality	3,495.46

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
	Local Categorical	57,118.94
	Title I	353.32
	Title II Part A: Improving Teacher Quality	3,495.46

Assurance Addendum

Crandall High 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.

X	Crandall High 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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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).
X	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.
X	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.
X	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.
X	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

**Crandall High School
Crandall Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
Jeannia Dykman	Principal
Aaron Hoecherl	Assistant Principal
Michael Taylor	Assistant Principal
Whitney Coppinger	Associate Principal
Matthew Besherse	Assistant Prinicipal
Donnette Jones	Intervention Specialist
Aaron Toon	English Department Chair
Christy Cary	Math DC
Krystin Savage	Spanish DC
Cathe Allen	Science DC
Tara Hicks	History DC
Billy Edmonds	Lead Counselor
Kim Dobson	CTE lteacher
John Nutt	Fine Art Director
Kathy Cox	Counselor

CPOC Meetings* for 2017-18

#	Date	Time	Location
1	September 11, 2017		Crandall High School
2	October 16, 2017		Crandall High School

3	November 13, 2017		Crandall High School
4	January 4, 2018		Crandall High School
5	February 26, 2018		Crandall High School
6	April 16, 2018		Crandall High 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 High 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
X	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.
X	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.
X	3) Parent and Community Involvement	For 2017-18, the percent of parents and community members attending VIPs meetings will increase by 15%.	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.
X	4) Violence Prevention and Intervention	For 2017-18, discipline referrals for drugs, alcohol, and tobacco will be maintained at 15%.	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.
X	5) Violence Prevention	For 2017-18, the discipline referrals for offenses will be reduced by 15% 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
X	6) Special Education	For 2017-18, the percent of students meeting ARD expectations will be at or above 50%.	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.
X	7) Highly Qualified Teacher	For 2017-18, the percent of highly qualified teachers in the core academic areas will be at 100%.	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.
X	8) Secondary Drop-out Prevention	For 2017-18, the dropout rate will be 1% or less with no student group exceeding 2%.	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.
X	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 85%.	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.
X	10) Recommended High School Program	For 2017-18, the percent of students who graduate with RHSP will be at or above 90%.	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.
X	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 65%.	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.
X	12) High School AEIS – Advanced Placement Exams	For 2017-18, the percent of students who take an AP exam will be at or above 90%.	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.
X	13) High School AEIS – SAT/ACT Exams	For 2017-18, the percent of graduates who take SAT/ACT exams will be at or above 50%.	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 High School
Crandall Independent School District**

Plan Requirements

X	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.
X	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.
X	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.
X	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.
X	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.
X	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)
X	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.
X	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.
X	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 High 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	All staff	Principal	Communication/Implementation of CISD Pirate Pride Honor Code
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	Asst. Supt. of C&I	Techpalooza
August 17, 2017	Campus Staff	Principal	Poverty Simulation and Home visits
August 18, 2017	Campus Staff	Principal	Instructional Strategies and SOP
September 25, 2017	Campus Staff	Principal	Instructional Strategies and Data Dissaggregation
November 6, 2017	Campus Staff	Principal	Instructional Strategies and Data Dissaggregation
January 4, 2018	Campus Staff	Principal	Instructional Strategies and Data Dissaggregation
January 5, 2018	All District Teachers	Asst. Supt. of C&I	Data Dissaggregation
February 20, 2018	Campus Staff	Principal	Instructional Strategies and Data Dissaggregation
April 9, 2018	Campus Staff	Principal	Instructional Strategies and Data Dissaggregation
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.