

# **2019-20 Texas Academic Performance Report**

District Name: CROSBYTON CISD

District Number: 054901

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

2020 Special Education Determination Status:

***Meets Requirements***

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

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

		Region		African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed		Special Ed		Continuously Enrolled		Continuously Enrolled		Non-Continuously Enrolled		Econ Disadv Monitored		EL (Current & Monitored)		
		State	17	District	American	Hispanic	American	Indian	Asian	Pacific Islander	Races	Current	(Former)	Two or More	Special Ed	Special Ed	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	Non-Continuously Enrolled	Econ Disadv	Monitored	EL	Non-Continuously Enrolled	Continuously Enrolled	EL	Non-Continuously Enrolled
<u>At Meets Grade Level or Above</u>		2019	55%	50%	58%	*	50%	79%	-	-	-	-	46%	-	*	*	51%	75%	50%	-	50%	27%	-	-	-	-	EL	Non-Continuously Enrolled
2018		53%	46%	34%	34%	*	24%	60%	-	-	-	-	-	*	44%	*	44%	14%	14%	27%	-	-	-	-	-	-	EL	Non-Continuously Enrolled
<u>At Masters Grade Level</u>		2019	33%	28%	27%	*	20%	50%	-	-	-	-	-	8%	-	30%	19%	30%	19%	17%	-	-	-	-	-	-	EL	Non-Continuously Enrolled
2018		31%	24%	17%	17%	*	7%	40%	-	-	-	-	-	*	*	26%	0%	26%	0%	12%	-	-	-	-	-	-	EL	Non-Continuously Enrolled



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

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

	State	Region 17	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>													
<b>Sum of Grades 4-8</b>													
Reading	2019	41%	39%	30%	*	30%	29%	*	*	12%	29%	*	
	2018	38%	37%	18%	*	16%	*	*	*	*	19%	32%	
Mathematics	2019	45%	49%	34%	*	38%	20%	*	*	23%	31%	*	
	2018	47%	49%	32%	*	29%	*	*	*	*	*	*	
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	61%	*	56%	*	*	*	0%	53%	*	
Students Requiring Accelerated Instruction	2019	22%	26%	39%	*	44%	*	*	*	100%	47%	*	
STAAR CumulativeMet Standard													
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	86%	84%	70%	*	67%	*	*	*	20%	63%	*	
	2018	97%	97%	100%	*	100%	*	*	*	*	100%	*	
<b>Grade 5 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	83%	57%	*	56%	*	*	*	60%	53%	*	
Students Requiring Accelerated Instruction	2019	17%	17%	43%	*	44%	*	*	*	40%	47%	*	
STAAR CumulativeMet Standard													
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	90%	90%	87%	*	89%	*	*	*	80%	84%	*	
	2018	97%	96%	*	*	*	*	*	*	*	*	*	
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6	2019	24%	28%	*	*	*	*	*	*	*	*	*	
<b>Grade 8 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	77%	*	74%	86%	*	*	74%	*	74%	
Students Requiring Accelerated Instruction	2019	22%	26%	23%	*	26%	14%	*	*	26%	*	26%	
STAAR CumulativeMet Standard													
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	85%	83%	77%	*	74%	86%	*	*	74%	*	74%	
	2018	99%	99%	100%	*	100%	*	*	*	100%	*	100%	
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	9%	20%	*	20%	*	*	*	*	*	*	
<b>Grade 8 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	79%	54%	*	47%	71%	*	*	52%	*	52%	

District Name: CROSBYTON CISD  
County Name: CROSBY  
District Number: 054901

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

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	State	Region 17	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2019	18%	21%	46%	-	53%	29%	-	-	-	*	48%	-
STAAR Cumulative Met Standard	2019	88%	86%	73%	-	74%	71%	-	-	-	*	74%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	98%	100%	-	100%	-	-	-	-	*	100%	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	46%	40%	-	40%	-	-	-	-	*	-	-

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

Bilingual Education/English as a Second Language

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

(Current EL Students)

STAAR Performance Rate by Subject and Performance Level		State	Region 17	District Education	Early Exit	Two-Way One-Way	ESL	ESL Content	Pull-Out Services	LEP Services	LEP No LEP with Services	Total EL
All Grades All Subjects	At Approaches Grade Level or Above	2019 78%	75%	67%								
	At Meets Grade Level or Above	2018 77%	74%	60%								
	At Masters Grade Level	2019 50%	45%	32%								
	At Masters Grade Level	2018 48%	44%	26%								
All Grades ELA/Reading	At Approaches Grade Level or Above	2019 24%	19%	13%								
	At Meets Grade Level or Above	2018 22%	18%	10%								
All Grades ELA/Reading	At Masters Grade Level	2019 75%	72%	63%								
	At Masters Grade Level	2018 74%	72%	57%								
All Grades Mathematics	At Approaches Grade Level or Above	2019 21%	17%	12%								
	At Meets Grade Level or Above	2018 19%	17%	11%								
All Grades Mathematics	At Masters Grade Level	2019 82%	81%	67%								
	At Masters Grade Level	2018 81%	79%	65%								
All Grades Writing	At Approaches Grade Level or Above	2019 52%	48%	28%								
	At Meets Grade Level or Above	2018 50%	45%	25%								
All Grades Writing	At Masters Grade Level	2019 26%	22%	11%								
	At Masters Grade Level	2018 24%	19%	11%								
All Grades Science	At Approaches Grade Level or Above	2019 68%	64%	59%								
	At Meets Grade Level or Above	2018 66%	62%	52%								
All Grades Science	At Masters Grade Level	2019 38%	32%	21%								
	At Masters Grade Level	2018 41%	36%	28%								
All Grades Social Studies	At Approaches Grade Level or Above	2019 14%	11%	7%								
	At Meets Grade Level or Above	2018 13%	10%	6%								
All Grades Social Studies	At Masters Grade Level	2019 81%	80%	74%								
	At Masters Grade Level	2018 80%	78%	56%								
All Grades Mathematics	At Approaches Grade Level or Above	2019 54%	50%	31%								
	At Meets Grade Level or Above	2018 51%	45%	19%								
All Grades Mathematics	At Masters Grade Level	2019 25%	21%	11%								
	At Masters Grade Level	2018 23%	18%	4%								
<b>School Progress Domain - Academic Growth Score</b>	<b>All Grades Both Subjects</b>											
	2019 69%	67%	61%									
	2018 69%	69%	56%									
	2019 68%	66%	64%									
	2018 69%	68%	58%									
	2019 70%	68%	58%									

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

(Current EL Students)

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

	2018	State	Region 17	District	Bilingual BE-Trans BE-Dual BE-Dual			ESL	ESL Content	ESL Pull-Out Services	LEP No Services	LEP with Services	Total EL *
					55%	69%	69%						
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>													
Reading	2019	41%	39%	30%	-	-	-	-	-	-	-	-	-
	2018	38%	37%	18%	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	49%	34%	-	-	-	-	-	-	-	-	*
	2018	47%	49%	32%	-	-	-	-	-	-	-	-	*

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

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

2019 STAAR Participation (All Grades)		State	Region 17	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
All Tests														
Assessment Participant	99% 94%	100% 95%	100% 95%	100% 100%	100% 95%	100% 96%	100% 96%	100% 96%	100% 96%	100% 96%	100% 100%	100% 100%	100% 100%	100% 0%
Included in Accountability														
Not Included in Accountability														
Mobile	4% 1%	4% 0%	4% 0%	0% 1%	5% 1%	4% 0%	4% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	40% 60%
Other Exclusions														
Not Tested	1% 1% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
Absent														
Other														
2018 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99% 94%	100% 95%	100% 92%	100% 100%	100% 90%	100% 98%	100% 98%	100% 98%	100% 98%	100% 98%	100% 80%	100% 93%	100% 93%	100% 40%
Included in Accountability														
Not Included in Accountability														
Mobile	4% 1%	4% 1%	7% 0%	0% 0%	9% 0%	2% 0%	2% 0%	0% 0%	0% 0%	0% 0%	17% 2%	7% 0%	60% 0%	60% 0%
Other Exclusions														
Not Tested	1% 1% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
Absent														
Other														





District Name: CROSBYTON CISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Attendance, Graduation, and Dropout Rates**

	State	Region 17	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv (Current)	EL
2018-19	85.9%	87.2%	96.0%	* 100.0%	- 100.0%	83.3%	100.0%	-	-	*	100.0%	-
2017-18	85.1%	86.1%	-	-	-	-	-	-	-	*	100.0%	-

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	30	100.0%	355,615	100.0%
By Ethnicity:				
African American	2	6.7%	43,953	12.4%
Hispanic	22	73.3%	180,673	50.8%
White	6	20.0%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	0	0.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	6	20.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	24	80.0%	285,538	80.3%
Special Education Graduates	6	20.0%	27,598	7.8%
Economically Disadvantaged Graduates	17	56.7%	186,364	52.4%
LEP Graduates	0	0.0%	25,189	7.1%
At-Risk Graduates	10	33.3%	146,432	41.2%



## Texas Education Agency

### Texas Academic Performance Report

#### 2019-20 District College, Career, and Military Readiness (CCMR)

District Name: CROSBYTON CISD

County Name: CROSBY

District Number: 054901

		<b>State</b>	<b>Region 17</b>	<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Special Ed</b>	<b>Econ Disadv</b>	<b>EL (Current)</b>
2018-19	2017-18	2.3%	2.1%	3.3%	* 0.0%	0.0%	16.7%	-	-	-	-	16.7% *	0.0%	0.0%
2018-19	2017-18	1.7%	1.7%	0.0%	-	0.0%	0.0%	-	-	-	-	50.0% *	64.7%	60.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)		55.6%	74.7%	70.0%	* 77.3%	50.0%	-	-	-	-	-	-	-	-
2018-19	2017-18	38.7%	60.6%	64.0%	-	52.9%	87.5%	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)		5.0%	2.7%	16.7%	* 9.1%	33.3%	-	-	-	-	-	33.3% *	5.9%	0.0%
2018-19	2017-18	4.3%	3.1%	0.0%	-	0.0%	0.0%	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)		2.7%	2.9%	0.0%	* 0.0%	0.0%	-	-	-	-	-	0.0% *	0.0%	10.0%
2018-19	2017-18	2.6%	3.0%	8.0%	-	5.9%	12.5%	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)		0.6%	0.1%	0.0%	* 0.0%	0.0%	-	-	-	-	-	0.0% *	0.0%	0.0%
2018-19	2017-18	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	-	-	-





District Name: CROSBYTON CISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Other Postsecondary Indicators**

	State	Region 17	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject	44.6%	40.8%	35.6%	60.0% *	29.7%	50.0%	-	-	-	-	23.1%	30.3%	-
2018-19	43.4%	40.0%	43.4%	-	42.9%	44.0%	-	-	-	-	38.5%	40.6%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	17.8%	12.5%	8.9%	20.0% *	2.7%	27.3%	-	-	-	-	0.0%	9.1%	-
2018-19	17.3%	11.9%	4.2%	-	2.9%	8.3%	-	-	-	-	0.0%	1.5%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	20.4%	21.1%	16.0%	0.0% *	15.1%	22.7%	-	-	-	-	0.0%	16.7%	-
2018-19	20.7%	21.7%	13.5%	-	11.8%	20.8%	-	-	-	-	8.3%	13.4%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	21.7%	24.6%	29.3%	20.0% *	26.4%	40.9%	-	-	-	-	27.3%	23.1%	-
2018-19	21.2%	23.3%	37.5%	-	36.8%	37.5%	-	-	-	-	41.7%	35.8%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies	23.6%	19.5%	3.0%	0.0% *	1.4%	9.1%	-	-	-	-	0.0%	3.1%	-
2018-19	22.8%	19.7%	4.1%	-	4.3%	4.0%	-	-	-	-	0.0%	2.9%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	49.4%	44.0%	-	35.3%	62.5%	-	-	-	-	*	35.0%	-
2016-17	54.6%	52.1%	77.3%	-	63.6%	90.9%	-	-	-	-	*	86.7%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	52.7%	36.4%	-	33.3%	40.0%	-	-	-	-	*	42.9%	-
2016-17	59.2%	52.1%	64.7%	-	42.9%	80.0%	-	-	-	-	*	69.2%	-
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-





District Name: CROSBYTON CISD  
County Name: CROSBY  
District Number: 054901

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

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	9.0	19.0
Grade 1	9.5	18.9
Grade 2	11.5	18.8
Grade 3	11.5	19.0
Grade 4	8.5	19.2
Grade 5	13.0	20.9
Grade 6	13.0	20.4
Secondary:		
English/Language Arts	9.7	16.4
Foreign Languages	8.5	18.7
Mathematics	9.4	17.8
Science	11.1	18.8
Social Studies	12.0	19.3



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

District Name: CROSBYTON CISD  
 County Name: CROSBY  
 District Number: 054901

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.2
Average Years Experience of Principals with District	3.5	5.3
Average Years Experience of Assistant Principals	0.0	5.3
Average Years Experience of Assistant Principals with District	0.0	4.7
Average Years Experience of Teachers:	10.8	11.1
Average Years Experience of Teachers with District	3.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$41,664	\$49,868
1-5 Years Experience	\$41,946	\$52,823
6-10 Years Experience	\$59,783	\$55,756
11-20 Years Experience	\$57,835	\$59,308
Over 20 Years Experience	\$63,068	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$52,122	\$57,091
Professional Support	\$50,913	\$67,352
Campus Administration (School Leadership)	\$79,910	\$82,512
Central Administration	\$101,945	\$108,367
Instructional Staff Percent:	66.1%	64.6%
Turnover Rate for Teachers:	36.6%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

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

District Name: CROSBYTON CISD  
 County Name: CROSBY  
 District Number: 054901

Program Information	District		State	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	2.3	6.5%	18,120.4	5.0%
Compensatory Education	0.5	1.5%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	32.5	91.9%	257,548.7	70.9%
Special Education	0.0	0.0%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

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

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













Texas Education Agency

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## 2019-2020 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 2019-2020 are listed below:

**Show/Hide columns:**

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2017 FIRST Rating](#) | [2017 Accountability Rating](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2019-2020 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show 100 ▾ entries

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
054901	CROSBYTON CISD	17	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

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# Crosbyton Consolidated Independent School District

## District Improvement Plan

### 2020-2021 Formative Review



# Mission Statement

Crosbyton CCISD will empower students to become lifelong learners who are responsible, engaged citizens by creating an environment where excellence is expected.

## Value Statement

We believe that public school have the responsibility to maximize student skills to be productive citizens.

We believe that our community supports high academic expectations for all students.

We believe that students will meet high academic and behavioral expectations.

We believe that teachers establish a classroom culture conducive to a high level of learning

We believe that instruction will be engaging and challenging, and meet the needs of all students.

We believe that leadership cultivates positive and professional student and family relationships.

We believe that the School Board exists to support the relationship between the student, the family, and the teacher.

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# Goals

**Goal 1:** The percent of students who meets the grade level standard on the state Math and Reading test will increase from 28% to 35% in Reading; and from 25% to 30% in math by the start of the 2022 school year.

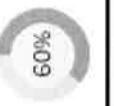
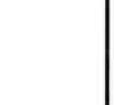
**Performance Objective 1:** The percent of students who meet standard on the state Math and Reading test will increase from 31% to 33% in Reading; and from 28% to 30% in math by the start of the 2021 school year.

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Evaluation Data Sources:** TAPR Report - yearly  
Formative assessments - as needed

**Summative Evaluation:** None

**Next Year's Recommendation:** None

Strategy	Reviews		
	Formative	Summative	
Month	Nov	Jan	Mar
<b>Strategy 1:</b> Employee support personnel and teacher mentors to assist in tiered math and reading interventions for struggling students, including salary, extra duty pay, and substitutes for these positions. <b>Strategy's Expected Result/Impact:</b> Improved math and reading scores. <b>Staff Responsible for Monitoring:</b> District administration, Campus principals <b>Funding Sources:</b> - Title I	 5%	 5%	 5%
<b>Strategy 2:</b> Buy effective instructional materials; including Fine Arts, and Physical Education classes. <b>Strategy's Expected Result/Impact:</b> Improved math and reading scores <b>Staff Responsible for Monitoring:</b> Campus principals, classroom teachers <b>Funding Sources:</b> - Title I	 60%	 60%	 60%
<b>Strategy 3:</b> Buy technology, blended or online learning, and apps fro differentiated instruction. <b>Strategy's Expected Result/Impact:</b> Improved math and reading scores <b>Staff Responsible for Monitoring:</b> District administration, campus principal, technology staff <b>Funding Sources:</b> - Title I	 60%	 60%	 60%

Strategy 4: Induction programs for students new to each campus, and student who transition from early childhood programs.		Reviews	Formative	Summative	
Strategy's Expected Result/Impact:	Improved readiness of students to meet expectations of new campus and/or grade level.	Nov	Jan	Mar	June
Staff Responsible for Monitoring:	Principals, Counselor				
Funding Sources:	- Local Funds				
0%	No Progress	100%	Accomplished	→ Continue/Modify	X Discontinue

**Goal 2:** The percent of Migrant students in grades 3 - 8 that meet the state standard on the STAAR Reading exam will increase from 55% to 70% by the start of the 2022 school year.

**Performance Objective 1:** The percent of Migrant students who meet state standard on the STAAR Reading exam in grades 3 - 8 will increase from 55% to 60% by the start of school in 2021.

**TEA Priorities:** Build a foundation of reading and math

**Evaluation Data Sources:** Priority of Services Report - Monthly  
 Campus Formative Assessments - as needed  
 STAAR Summary Reports - 3 times per year  
 PBMAS Report - yearly

**Summative Evaluation:** None

**Next Year's Recommendation:** None

Strategy 1: Employee personnel in math and reading interventions for struggling students, including salary, extra duty pay, and substitutes for these positions.		Reviews	Formative	Summative	
Strategy's Expected Result/Impact:	Improved math scores for migrant students	Nov	Jan	Mar	June
Staff Responsible for Monitoring:	District administration, campus principals				
Funding Sources:	- Title III				
100%	100%	100%	100%	100%	100%
Strategy 2: Buy effective instructional materials, including intervention materials for struggling or at risk students.		Reviews	Formative	Summative	
Strategy's Expected Result/Impact:	Improved math scores for migrant students	Nov	Jan	Mar	June
Staff Responsible for Monitoring:	Campus principals, teachers				
Funding Sources:	- Title III				
60%	60%	60%	60%	60%	60%

<b>Strategy 3:</b> Buy technology, blended or online learning, and apps for differentiated instruction.		
<b>Strategy's Expected Result/Impact:</b> Improved math scores for migrant students.		
<b>Staff Responsible for Monitoring:</b> Campus principal, teachers, technology staff		
<b>Funding Sources:</b> - Title III		

**Goal 3:** The percentage of students who Master STAAR Reading and math will increase from 10% in Reading to 17%, and from 9% in Math to 19% by the start of school 2022.

**Performance Objective 1:** The percent of students who master STAAR Reading and Math will increase from 10% in Reading to 15%, and from 11% in math to 15% by the start of school 2021.

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Evaluation Data Sources:** TAPR Report - yearly

Formative Assessments - as needed

T-TESS and T-PESS Reports - yearly

**Summative Evaluation:** None

**Next Year's Recommendation:** None

<b>Strategy 1:</b> Professional development for teachers; instructional practice, differentiated instruction, classroom management, cultural competence, and state and federal compliance.		
<b>Strategy's Expected Result/Impact:</b> Increased number of students scoring Mastered on the STAAR test.		
<b>Staff Responsible for Monitoring:</b> District administration, Campus principals		
<b>Funding Sources:</b> - Title I, - Local Funds		

<b>Strategy 2:</b> Buy effective instructional materials, including intervention materials for struggling or at-risk students		
<b>Strategy's Expected Result/Impact:</b> Increased number of students scoring Mastered on the STAAR test.		
<b>Staff Responsible for Monitoring:</b> Campus principal, teachers		
<b>Funding Sources:</b> - Title I, - Local Funds		





		Reviews			
			Formative	Summative	
			Nov	Jan	Mar
Strategy 2: Each campus will provide students with bullying prevention strategies and how to report bullying to school officials.	Strategy's Expected Result/Impact: Reduced number of bullying incidents.		June		
<b>Staff Responsible for Monitoring:</b> Principal, Counselor					
<b>Funding Sources:</b> - Local Funds					
Strategy 3: Students and staff will be trained on the prevention of violent acts, including dating violence.	Strategy's Expected Result/Impact: Reduce acts of violence on each campus.				
<b>Staff Responsible for Monitoring:</b> Principal, Counselor					
<b>Funding Sources:</b> - Local Funds					
No Progress	Accomplished				
			Continue/Modify	Discontinue	
Goal 7: Parent involvement at each campus will increase by 50% by the end of the 2022 school year.	Performance Objective 1: Parent involvement at each campus will increase by 15% by the end of the 2019 - 2020 school year.				
Strategy 1: Parent involvement policies will be developed and reviewed annually with the input of the district's parents.	Strategy's Expected Result/Impact: Increase parent involvement				
<b>Staff Responsible for Monitoring:</b> Superintendent, Principals					
<b>Title I Schoolwide Elements:</b> 3.1, 3.2					
<b>Funding Sources:</b> - Title I, - Local Funds					
Strategy 2: Parent involvement activities will be scheduled throughout the school year at times convenient for families.	Strategy's Expected Result/Impact: Increased parent participation.				
<b>Staff Responsible for Monitoring:</b> Superintendent, Principal					
<b>Title I Schoolwide Elements:</b> 3.1, 3.2					
<b>Funding Sources:</b> - Title I					

Strategy 3: Programs and activities strengthening parent, family, community involvement in student academic achievement and training for all staff		Reviews	Formative	Summative
Strategy's Expected Result/Impact:	Increased parent involvement	Nov	Jan	Mar
Staff Responsible for Monitoring:	Principals, superintendent	June		
Funding Sources:	- Title I, - Local Funds			
0%	No Progress	100%	Accomplished	→ Continue/Modify <input checked="" type="checkbox"/> Discontinue

**Goal 8:** The percent of special education students in grades 3 - 8 who pass the state math and reading test will increase from 36% to 50% in Math; and from 26% to 45% in Reading by the start of the 2022 school year.

**Performance Objective 1:** The percent of special education students in grades 3 - 8 who pass the math and reading state test will increase from 36% to 40% in math; and from 26% to 30% in reading by the start of the 2020 school year.

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Next Year's Recommendation:** None

Strategy 1: Reading and math teachers will participate in PLC meetings focusing on instructional practice, and improving rigorous Tier 1 instruction.		Reviews	Formative	Summative
Strategy's Expected Result/Impact:	Increased reading and math scores in the special education population.	Nov	Jan	Mar
Staff Responsible for Monitoring:	Principal	June		
Title I Schoolwide Elements:	2.4, 2.5, 2.6 - Results Driven Accountability			
Funding Sources:	- Local Funds, - SCE	30%		
Strategy 2: Interim assessments will be used to track the progress of special education students in math and reading.	Reviews	Formative	Summative	
Strategy's Expected Result/Impact:	Increased reading and math scores in the special education population.	Nov	Jan	Mar
Staff Responsible for Monitoring:	Principal, math teacher, reading teacher	June		
Title I Schoolwide Elements:	2.4, 2.5, 2.6 - Results Driven Accountability			
Funding Sources:	- SCE, - Local Funds	30%		

Strategy 3: Students who fail to meet the required progress on interim assessments will be assigned to enrichment activities.	
Strategy's Expected Result/Impact:	Increased reading and math scores in the special education population.
Staff Responsible for Monitoring:	Principal, math teacher, reading teacher
Title I Schoolwide Elements:	2.4, 2.5, 2.6 - Results Driven Accountability
Funding Sources:	- SCE, - Local Funds
 Nov Jan Mar June	<b>Reviews</b> <b>Formative</b> <b>Summative</b> 30%
 Nov Jan Mar June	<input checked="" type="checkbox"/> Discontinue
 Nov Jan Mar June	<input type="checkbox"/> Continue/Modify

**Goal 9:** The percent of special education students who pass the End of Course test will increase from 11% to 35% in ELA by the start of the 2022 school year.

**Performance Objective 1:** The percent of special education students who pass the End of Course test will increase from 11% to 20% in ELA by the start of the 2020 school year.

**TEA Priorities:** Improve low-performing schools

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Next Year's Recommendation:** None

Strategy 1: ELA teachers will participate in PLC meetings focusing on instructional practice, and improving rigorous Tier 1 instruction.	
Strategy's Expected Result/Impact:	Improved ELA EOC scores for special education students.
Staff Responsible for Monitoring:	Principal
Title I Schoolwide Elements:	2.4, 2.5, 2.6 - Results Driven Accountability
Funding Sources:	- Local Funds, - SCE
 Nov Jan Mar June	<b>Reviews</b> <b>Formative</b> <b>Summative</b> 30%
 Nov Jan Mar June	<input checked="" type="checkbox"/> Discontinue
 Nov Jan Mar June	<input type="checkbox"/> Continue/Modify

		<b>Reviews</b>	<b>Formative</b>	<b>Summative</b>
		Nov	Jan	Mar
<b>Strategy's Expected Result/Impact:</b> Improved ELA EOC scores for special education.	<b>Staff Responsible for Monitoring:</b> Principal, ELA teachers			June
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	<b>Funding Sources:</b> - SCE, - Local Funds			
0%	No Progress	100%	Accomplished	→ Continue/Modify
				Discontinue

**Goal 10:** The number of special education disciplinary placements will decrease by 20% by the start of the 2022 school year.

**Performance Objective 1:** The number of special education disciplinary placement will decrease by 10% by the start of the 2020 school year.

**TEA Priorities:** Improve low-performing schools

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Next Year's Recommendation:** None

		<b>Reviews</b>	<b>Formative</b>	<b>Summative</b>
		Nov	Jan	Mar
<b>Strategy's Expected Result/Impact:</b> Decrease number of special education office referrals.	<b>Staff Responsible for Monitoring:</b> Principal			June
<b>Title I Schoolwide Elements:</b> 2.5, 2.6 - Results Driven Accountability	<b>Funding Sources:</b> - Local Funds, - Title I			
<b>Strategy 1:</b> Teaching staff will be trained in positive behavior interventions.	<b>Strategy 2:</b> Behavior intervention plan training will be provided.			
<b>Strategy's Expected Result/Impact:</b> Decrease number of special education office referrals.	<b>Strategy's Expected Result/Impact:</b> Decrease number of special education office referrals.			
<b>Staff Responsible for Monitoring:</b> Principal	<b>Staff Responsible for Monitoring:</b> Principal			
<b>Title I Schoolwide Elements:</b> 2.5, 2.6 - Results Driven Accountability	<b>Title I Schoolwide Elements:</b> 2.5, 2.6 - Results Driven Accountability			
<b>Funding Sources:</b> - Local Funds	<b>Funding Sources:</b> - Local Funds			
0%	No Progress	100%	Accomplished	→ Continue/Modify
				Discontinue

**Goal 11:** Crosbyton CISD will maintain a behavioral threat assessment team.

**Performance Objective 1:** School counselors will attend training to stay current on trauma-informed practices.

**Goal 11:** Crosbyton CISD will maintain a behavioral threat assessment team.

**Performance Objective 2:** Provide training to all K - 5 students in resilience practice to mitigate long term effects of potentially traumatic events by May 2021.

Evaluation Data Sources: None

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: None

**Goal 11:** Crosbyton CISD will maintain a behavioral threat assessment team.

**Performance Objective 3:** Develop referral practices for students who may have experienced trauma by December 2020.

Evaluation Data Sources: None

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: None



**Crosbyton CISD**  
**Report on Violent or Criminal Incidents**  
**2019 – 2020**

Crosbyton CISD had no reports of violent or criminal incidents that occurred on any district campus during the 2019 - 2020 school year.

Information concerning school violence prevention can be found in the district and campus performance objectives included in this report. Policies concerning violence interventions are included in our TASB Policy Online assessable through our district website at [www.crosbyton.k12.tx.us](http://www.crosbyton.k12.tx.us).

There were no adverse findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act for the 2019 – 2020 school year.



**Crosbyton CISD**  
**Student Performance in Postsecondary Institutions**  
**2017 – 2018**

Crosbyton CISD had no report listed on the Texas Higher Education Coordinating Board website.  
No data is given for high schools with 25 or fewer graduates. .

