

**Canadian Independent School District**  
**Canadian High School**  
**2015-2016 Campus Improvement Plan**

# Mission Statement

The mission of Canadian High School is to achieve academic excellence by establishing high expectations, providing a safe learning environment, developing character, and preparing students for the future.

## Vision

Serving a diverse, tradition rich, rural community, Canadian High School is committed to educating all students by helping them to develop a positive self-image, by encouraging them to set goals, and by preparing them to become productive members of society.

## Core Beliefs

1. Canadian High School supports the belief that all students can learn.
2. Canadian High School supports the belief that an orderly and purposeful environment, free from the threat of physical and emotional harm, unoppressive and conducive to teaching and learning, is a prerequisite to an effective learning environment.
  - A. We will assure that teachers have the necessary tools to provide successful learning for all.
  - B. We will integrate technology into the curriculum to maintain high academic standards and to enhance educational programs.
  - C. We will provide staff development to support the integration of technology into the curriculum.
3. Canadian High School supports the belief that effective leadership requires the campus principal to serve as the instructional leader; however, collaboration of the entire faculty and staff maximizes the desired outcomes.
4. Canadian High School supports the belief that maximizing teaching and learning for the benefit of all students is critical to our mission and purpose.
5. Canadian High School supports the belief that protecting classroom instructional time maximizes the desired outcomes.

6. Canadian High School supports the belief that assessment instruments should monitor student performance, with the results used to improve student performance and the instructional program.
7. Canadian High School supports the belief that promoting a partnership between school and home through a variety of means maximizes the desired outcomes.
8. Canadian High School supports the belief that effective communication between administration, staff, and faculty through a variety of means maximizes desired outcomes.
9. Canadian High School supports the belief that effective communication between campus and home through a variety of means maximizes desired outcomes.
10. Canadian High School supports the belief that collaboration and cooperation with the district-wide technology committee to plan, supervise, coordinate, and make recommendations related to technology maximizes desired outcomes.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	7
School Culture and Climate .....	12
Staff Quality, Recruitment, and Retention .....	14
Curriculum, Instruction, and Assessment .....	15
Family and Community Involvement .....	17
School Context and Organization .....	19
Technology .....	21
Comprehensive Needs Assessment Data Documentation .....	23
Goals .....	25
Goal 1: Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies. ....	25
Goal 2: Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs. ....	30
Goal 3: Canadian High School students will demonstrate behaviors that support a safe school environment. ....	38
Goal 4: Canadian High School students will be informed about higher education opportunities, encouraged to form career goals, and encouraged to make informed curriculum choices to maximize their options with regard to post high school decisions. ....	40
Goal 5: Technology will be integrated into the instructional and administrative programs of Canadian High School. ....	43
Goal 6: Professional development opportunities will be provided to enable staff to meet campus goals. ....	45
Goal 7: Canadian High School parents will be informed and involved in the academic progress and activities of their students. ....	47
Goal 8: Canadian High School will reach and/or maintain a student completion rate of 95%. ....	49
Goal 9: Maintain 100% of academic core subject areas taught by highly qualified teachers, and all other courses taught by fully Texas certified teachers. All paraprofessionals will be certified and highly qualified. ....	51
Goal 10: Maintain a coordinated health program that benefits all students. ....	52
System Safeguard Strategies .....	53
Federal System Safeguard Strategies .....	55
State Compensatory .....	56
Budget for Canadian High School: .....	56
Personnel for Canadian High School: .....	57
Addendums .....	58

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Located in the northeast corner of the Texas Panhandle in Hemphill County, CHS is a 9-12 campus of approximately 275 students for the 2015-16 school year. Enrollment by class will be approximately: 85 in 9th, 85 in 10th, 60 in 11<sup>th</sup>, 45 in 12<sup>th</sup>. Canadian is an ethnically diverse district, as is our campus: the campus is made up of approximately 57% Anglo and 43% Hispanic.

- 20 students, or 7.3%, of our students are in the ESL program, of which, 2 are in 1<sup>st</sup> or 2<sup>nd</sup> year monitoring.
- 16 special education students, making up about 5.8% of our student population.
- Four of those special education students are also classified as ESL.
- 14 students or 5.1% are served via S504.
- 20 students or 7.3% are provided services for dyslexia - 6 are Sped, 12 are S504, and two are neither.
- 70 students, or 27.8% of our student body was economically disadvantaged in 2014-15.
- 104 students (36.5% of our student body is at risk.
- 10 students are served in the Gifted and Talented program, approximately 3.6% of campus enrollment.
- Campus mobility rate has increased significantly in the past 3-4 years - it was 14.3% for 2014-15.

The total number and percent of students who are limited English proficient, from ethnic minorities, and low-income families continues to increase. Also note that our enrollment numbers increased still again from last school year by approximately 10 students. And, it should increase again for 2016-17 by up to 30 additional students.

We are in our second year in a new realignment - 2A division I, for UIL competition. This will almost certainly be a two year situation, as we will be in an enrollment range of 270 to 300 for the next several years.

### Demographics Strengths

Not sure how you determine strengths related to demographics - you do your best every day to educate every student who walks in the door to prepare them for college or career.

Our community is blessed with significant financial resources and that allows governmental bodies to provide infrastructure and resources to our school, students, and families.

We are starting to be impacted by an increasing mobility rate for the first time in over a decade. I attribute this to our efforts to increase the rigor of our academic programs, and resulting lack of success of students who are not willing to work in class. But more importantly, the nature of a community in the "oil patch" is that oil field workers tend to move around.

### **Demographics Needs**

CHS is fortunate to have an ESL teacher and ESL aide to work with our LEP students. Students who qualify are scheduled into an ESL class where they receive instruction to assist them with English language acquisition. The aide is full-time in regular classrooms as an inclusion teacher, working with all students, but especially our LEP students. She also assists with monitoring ESL student academic work (homework, test preparation, etc.). And our ESL teacher, who also teaches reading and Spanish 3 and Spanish 2 sections, conducts an ESL content mastery class for early language acquisition. For students who have never lived in the U.S. before and have no English language skills, we focus on English language acquisition. These students are scheduled into English, reading, ESL, ESL content mastery, P.E., Algebra 1, science, and an elective course.

As previously stated, our Hispanic and ESL and Economically Disadvantaged student percentages continue to rise year after year. We are trying to remain flexible and open to adjustments to programs and personnel and schedule in order to accommodate these changes.

## Student Achievement

### Student Achievement Summary

#### *Student Performance Findings*

The Texas Assessment of Knowledge and Skills (TAKS) and the STAAR End-of-Course exams are two instruments for measuring student achievement at Canadian H.S. and all Texas public schools. Additional assessments are taken by CHS students, especially in preparation for post high school training and/or education. These other assessments include, but are not limited to: SAT, ACT, PSAT, Aspire, and TELPAS Reading/Holistic Observation for identified LEP students.

The federal accountability system, which measures progress and is known as Adequate Yearly Progress (AYP), is based on a subset of state assessment scores (STAAR this year) for certain student sub-groups, specifically African American, Hispanic, White, LEP (Limited English Proficient), Special Ed, and Economically Disadvantaged, only at the 10<sup>th</sup> grade level and only for math and Reading/English language arts. In addition, graduation rate and attendance rate are considered. CHS met AYP requirements for the 2014-15 school year.

For the school year 2014-15, the campus received a rating of "Met Standard" from the Texas Education Agency. This standard was awarded based on four indexes: Student Achievement (index score of 86, with a target score is 60); Student Progress (index score of 36, with a target score of 15); Closing Performance Gaps (index score of 47, with a target score was 31); Postsecondary Readiness (index score of 76, with a target score of 57).

In addition, the campus was awarded two Distinction Designations: Academic Achievement in Mathematics and Top 25% Student Progress.

Attendance rate for 2014-15 was 96.1%, with 96.5% the Quartile 1 minimum score.

The 4-year graduation rate reported on the 2014-15 report for the class of 2014 was only 86%, Q4.

The 4-year RHSP/DAP rate for the class of 2014 was 83%, Q3.

EOC biology performance - Q1

EOC US History performance - Q2

AP participation: ELA, Q3

AP participation: math, Q3

AP participation: science, Q2

AP participation: social studies, Q2

SAT/ACT participation: 95%, which was Q1

SAT/ACT performance overall: 23, which was Q3

ACT performance: ELA was 19.8, Q4

ACT performance: Math was 20.7, Q4

ACT performance: science was 19.9, Q4

The campus met System Safeguards on 9 of 9 participation rates.

The campus met System Safeguards on 13 out of 14 state performance measures, missing English Language Learners for reading.

The campus met System Safeguards on 2 out of 2 federal graduation measures. Total safeguards = 24 of 25.

### **Student Achievement Strengths**

**EOC Results** - In addition to the data below, note the attachment that compares our results to the state and ESC 16.

With regard to STAAR/EOC CHS students failed to meet the state performance in no areas with regard to Level II.

With regard to Level III "advanced" performance, CHS students failed to meet state performance in: English II - 2% vs. 5%; U. S. History - 26% vs. 28%.

**Regarding performance on the four Indexes, see the Student Achievement Summary above.**

CHS is fortunate to have a College and Career Assistant to focus on seniors and assisting them with college search and selection, college applications, scholarship applications, and testing. For the fourth year in the fall of 2015, CHS brought the AIMS organization to Canadian so that seniors (and some juniors) have the opportunity, through this organization's assessment/testing and counseling, to make more accurate decisions with regard to college and career selections. This opportunity was made available to all students who were interested, with scholarships available to low-income families. Financial assistance was made available through a combination of a local charitable organization, the CISD Education Foundation, and grant money from a local business enterprise.



All sophomores will take the College Board's Aspire assessment this fall, and all juniors will take the PSAT. The PSAT results are used to consider students for the National Merit Scholar Program. Both tests encourage students to begin thinking about and preparing for college.

The district will administer, for the 3rd consecutive year, "school-day" testing in March 2016, whereby all juniors will take the ACT on campus during the school day, paid by the district. In addition, the district will continue to offer all scheduled ACT tests during the regular school year on Saturdays.

For the 2011-12 PSAT test administration, the % of junior students on track to be college and career ready was 11.1% (class of 2013).

For the 2012-13 PSAT test administration, the % of junior students on track to be college and career ready was 26.7% (class of 2014).

For the 2013-14 PSAT test administration, the % of junior students on track to be college and career ready was 25.0% (class of 2015).

For the 2014-15 PSAT test administration, the % of junior students on track to be college and career ready was 26.2% (class of 2016).

For the nation, the % of students on track to be college and career ready was 45.8% for the class of 2016.

For the 2011 class, the average composite ACT score was 20.5 -college ready = 23% in all academic areas.

For the 2012 class, the average composite ACT score was 21.7 - college ready = 24% in all academic areas.

For the 2013 class, the average composite ACT score was 20.7 - college ready = 25% in all academic areas.

**For the 2014 class, the average composite ACT score was 20.2%.**

**For the 2015 class, the average composite ACT score was 19.7%.**

**The % of CHS students meeting college readiness in all four areas was 22%.**

**For the state, the % meeting college readiness in all four areas was 27%.**

## **Student Achievement Needs**

### **Plan of Attack for EOCs**

All students who fail to meet standard are required to attend preparation sessions prior to the July re-test. All students who do not meet standard in Algebra I will be scheduled into two math classes, with preference given to an accelerated instruction algebra I class. All students who do not meet standard in Biology will be scheduled into the biology class again until they meet standard on the EOC, regardless of whether they have passed the course or not. All students

who do not meet standard in English I and/or English II will be scheduled into a Reading class in addition to English. Our ESL teacher is also ELA/reading certified, which will give us more schedule flexibility, especially with LEP students. All students who do not meet standard in U. S. History will be scheduled into the U.S. History class until they meet standard on the EOC.

Also note the additional steps to assist ESL students:

- Group ESL students by grade level (9<sup>th</sup> and 10<sup>th</sup>) in all four core courses as much as possible;
- Allow “advanced” students to sign up for a local elective course, peer tutoring, where they will assist ESL students in math and science classes, especially. This received mixed reviews last year; we are trying it again this year and hope to improve the screening process.
- Encourage ESL students to take credit-by-exam to gain credits, especially in Spanish and possibly math, but only if they have some formal education background.
- Place students on minimum plan as soon as it is feasible and necessary so that they have a reasonable chance to graduate in 4 or 5 years; or, move them to the Foundation Plan if that is appropriate - determine on a student-by-student basis.
- A “standard” schedule for ESL students consisting of:
  - the four core subjects together as a group,
  - ESL class,
  - one elective period (art, PE, theatre arts),
  - English as a group with an instructional aide
  - Reading as a group
  - split students up for advisory periods

Teachers have a software package available (Study Island) that can be used by students anytime and anywhere they have internet access, to assist them in progressing toward meeting EOC standards. These are utilized in classroom settings, especially in the spring, but at teacher discretion.

CISD is going to continue its vertical alignment efforts. We set aside time during our professional development week, plus other times throughout the school year for working meetings for teachers to vertically align our curriculum. Some meetings will involve intra-campus faculty, while some will involve CHS and CMS staff working together. We will continue to incorporate concepts presented in The Fundamental 5, and monitor that via walk-throughs and formal observations, and collaborate on other curriculum and instruction-related activities and planning.

Regarding assessments, we have been moving away from a full-fledged benchmark assessment, and toward more frequent and shorter assessments. Our semester exam exemption policy is changed for this year so that students cannot exempt out of fall exams for subjects with an end-of-course exam. {Note that students in an EOC tested class WILL take a benchmark assessment for the fall semester exam in those classes.} Regarding semester exam exemptions, students may now exempt out of EOC tested courses in May by meeting attendance and grade requirements, and scoring Advanced, Level III on the EOC.

Students, working collaboratively with parents and the counselor, receive a Personal Graduation Plan (PGP).

**System Safeguards - We failed to meet standard on one system safeguards under Index I: Performance in EOC reading, English Language Learners. We have taken a number of steps to address deficiencies in English performance, especially writing.**

1) These strategies apply to the Performance by ELLs in Reading. Following are the specific steps taken to accelerate learning and better prepare these students for re-tests: Students will be on a 4 week rotation, “Enrichment Wednesdays”, to address reading and writing problems related to the EOCs and the TELPAS standardized assessments.

Week 1) Ms. Lundy (see her detailed plan below)

Week 2) Ms. Ayala-reading and vocabulary

Week 3) Ms. Lundy, repeat

Week 4) Mrs. McClendon-study skills

Lundy: During the Enrichment period my students will work on reading comprehension and writing skills. I will do this by reading short pieces with them (chunking) and providing them with writing stems to help practice writing for short answers.

We will practice techniques to help them understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using a Spanish to English dictionary.

I have a set of books that have short stories from scholastic which illustrate a particular element of literature that we will begin with.

We will go through the following areas to begin with:

- Plot
- Character
- Theme

The rate at which we go through these will vary depending upon student’s progress and grasp of the English language and comprehension.

## **School Culture and Climate**

### **School Culture and Climate Summary**

I feel that the culture of our campus is one of "accepting nothing less than excellence" in everything that we do. Many campuses choose (either intentionally or by default) one or a few areas to work hard at being successful in. But we want to be excellent in everything that we participate in. "If its worth doing, it's worth doing excellently."

In addition, our campus is small enough that most adults know most students, which is a real positive for us.

The discipline issues that cropped up a few years ago were addressed with modified procedures last year, and our attempts seemed to work effectively in reducing excessive detentions.

### **School Culture and Climate Strengths**

We do have very high expectations from the community, parents, and administration. This does filter down to the faculty and students; however, it is a constant battle to maintain those high expectations and then achieve them.

Being a small campus allows close professional relationships with peers, colleagues, and students. This creates a positive climate.

We also have a fairly high percentage of students who participate in extracurricular activities, which is a huge positive. However, our Hispanic students, especially the LEP students, and economically disadvantaged students, tend to participate at lower rates than other groups - something we can improve on with encouragement and effort.

For several years I have had the privilege of utilizing two different teachers for one period each to assist me with lunch and morning detention. This has been extremely beneficial to me in terms of freeing my time for other activities. With regard to DAEP, we do not utilize DAEP often at all, especially in discretionary situations. And the addition of Mr. Bryant to our campus, even on a part-time basis has also been extremely beneficial.

Although our culture is not 100% accepting of others, I feel that we have fostered a very positive environment for the vast majority of students, and the expectation by the adults on campus is definitely present.

The completed facilities improvements are a significant boost to our campus morale. Having a meeting room, along with the counselor and AP both having their own office is a significant positive step for our campus.

Wildcat Way --> Our campus has just begun implementation of a program called "Wildcat Way." The roll-out was October 13, 2015, after a developmental

period going back to the spring semester of 2015. A select group of students, working with Mr. Lynch, developed the program, which will be a work-in-progress for some time.

### **School Culture and Climate Needs**

We can always do a better job of balancing the ideals of pressure to excel, and also being welcoming and nurturing. It's very challenging as the leader to try to ensure this balance is maintained among all faculty and staff, especially in light of changes to our campus.

After implementing some changes to informal procedures regarding how we utilize detentions, and requiring more teacher contact with parents, we had a more positive environment with fewer students receiving large numbers of detentions. We will continue it this coming school year, with some tweaking as recommended by Mr. Bryant.

Another factor that negatively impacts the campus is that we don't have the right personnel to monitor ISS (nor DAEP). We need to hire a person for both secondary campuses that is tough but fair that we can rely on to work ISS as needed (within a day or two of students being assigned). Ideally, students should leave ISS having completed all their work and wishing to never return to ISS because it is an effective disciplinary setting.

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

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

We have had relatively low turnover during my tenure at CHS. I have also been fortunate to have attracted high quality applicants to replace teachers who have retired/resigned. I have been able to hire most of the applicants that were most attractive for our campus, and most people stay once they are hired. On 3 or 4 occasions, I had to place a teacher in a position for which they were not highly qualified and/or certified; however, in every case the teacher in question tested to become both certified and highly qualified within a semester or less.

For the 2015-16 school year, we have replaced an art teacher, a special education inclusion teacher, an English teacher, and an instructional aide. All hired are certified and highly qualified.

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

We had a relatively strong staff when I arrived, and except for retirements, we have been able to retain those strong teachers. Because of our salary schedule and the quality of life our community offers and the atmosphere/environment of our campus and the history of excellence of our campus, we have been able to attract strong candidates for open positions and maintain an excellent staff. The same can be said of our instructional aides - all excellent.

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

I know of no real needs with regard to recruitment and retention. I just need to do my job as the campus principal to grow teachers and require them to continue improving and pushing themselves to be life-long learners and increasing their skills in the classroom as an instructor. We must continue to press on and continue to improve in every area as teachers and staff. I will continue to do my best to do 2-3 walkthroughs each six weeks in every classroom. I want to be more objective and "tougher" with regard to addressing deficiencies in classroom instruction and encouraging teachers to continually improve.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

**Curriculum:** In reality, the TEKS ARE our curriculum. But with that, over the years we have moved away from teaching from the textbook and more toward a variety of instructional materials in order to meet the needs of our student body and state and federal accountability requirements/expectations. We have committed some time during the past school year (and will continue this year) to ensure vertical alignment of our core curriculae. We have also recently instituted a team made up of faculty from CMS and CHS to address student preparation for ACT and SAT and related assessments.

**Instruction:** We are trying to do more walk-throughs as administrators in order to improve instruction. As a staff, we have had training in the previous few years in the Fundamental Five, differentiated instruction, ELPS, and increased rigor. We have brought in an instructional coach from ESC16 to work with our social studies teachers and the English/reading teachers. We as administrators will continue to work to improve instruction on our campus.

**Assessment:** We have moved away from one or two benchmark tests for preparation for state assessments, and to shorter, more frequent assessments. This is much more manageable from an administrative standpoint and allows teachers to remediate throughout the school year with more immediate feedback on student progress. However, we will take advantage of semester exams in December to have a benchmark of sorts in the EOC exam courses.

New instructional materials are being made available in math and social studies courses for the 2015-16 school year. Affected faculty have reviewed materials and made decisions.

We are also collaborating with Amarillo ISD (ALCAL) with their Gateway to Health Careers program. This will give students the option to earn certification as an EMT or CNA, in addition to taking coursework that can help them in the future in college and/or career. This program is underway, with 28 freshmen taking the introductory course.

### **Curriculum, Instruction, and Assessment Strengths**

I think one of our strengths is that our faculty is generally very knowledgeable of the TEKS and also the state assessment and their course content, and know what needs to be taught in order for students to be successful. And we continue to improve EOC results every year. Our faculty is dedicated and willing to work hard to improve their craft and to increase student learning.

Another strength is that our district is able and willing to provide the resources needed to make improvements in all these areas, including purchase of instructional materials and providing release time for staff to collaborate and attend valuable workshops.

We have begun an ACT preparation initiative to result in increased ACT/SAT scores. We will continue to provide the team of teachers involved with significant informational resources and provide work time to plan together in this effort to increase scores, primarily during vertical alignment time.

I noted our PSAT and ACT results over a few years in the Student Assessment section. We want to perform better as measured by the top half of the class, especially.

### **Curriculum, Instruction, and Assessment Needs**

We need to dig deeper into the EOCs and figure out what our students are missing and how best to get them ready for the test.

We need to continue ramping up the rigor and difficulty of instruction in our core classrooms, as well as in CTE courses.

Core teachers and teams need to really dig into the EOC tests and analyze what and how to better prepare students for those assessments.

As administrators we need to continue to improve as instructional coaches to assist teachers in becoming the very best they can be in the classroom, leading to improved outcomes.

Our four core subject teams require a project/assignment in place of the work done by the non-GT students, one each semester in each core subject area. We will continue to do this for the upcoming school year. Each GT student receives an assignment each semester in each of the core subject areas, or a more extensive project covering two subject areas for each semester; i.e., English and social studies project, and/or science and math project.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### ***Parental and Community Involvement***

Parent involvement is an important component to the success of Canadian High School. The Canadian High School campus believes in the importance of building a strong parent involvement component to improve the success rate of our students, especially in academic endeavors. Near the end of the past four school years, a survey was offered to the parents regarding their perception of the CHS campus, our performance, school safety, and other pertinent factors (fourth consecutive year). Unfortunately, the participation in the survey has declined each year, with very few parents taking the time to complete it.

We hold a parent orientation meeting for incoming 9th graders to present information regarding high school in general and CHS in particular, one in English and one in Spanish. Generally speaking, our community is very supportive of our schools, both financially and in terms of attending our activities and events. This is critical in encouraging students to participate in extracurricular activities, which in turn is critical to student academic success. We hope to encourage more involvement in their students' academic endeavors going forward.

#### **Family and Community Involvement Strengths**

Many parents serve on a variety of committees related to the CHS campus. These include the CNAC, SBDMC, LPAC, ARDC, S504C, band boosters, athletic boosters, CTE Advisory Committee, etc. In addition, 4 to 5 sets of parents serve as class sponsors for each class (grade level) at CHS.

We also offer a day at the end of the 1<sup>st</sup> six weeks so that parents can come to the campus, pick up their child's report card, and then meet with any teachers they would like in the classrooms. The campus conducts an open house each fall, usually in September, allowing parents to meet briefly with faculty and/or staff as needed. We conduct parent meetings in English and Spanish and expect to continue, as feedback was very positive.

In addition, the counselor schedules a face-to-face meeting with each student and parent(s) every year to review the student's four year plan and discuss academic progress. The counselor and/or principal also meet with the student and parent of each child in preparing a Personal Graduation Plan (PGP). HB5 requires the counselor to meet face-to-face every year with student and parents to discuss the student's plan and progress toward college and/or career readiness.

Faculty and staff are encouraged to contact parents as needed, whether to discuss academic issues and/or behavior issues, both positive and negative. And the principal and various combinations of faculty are also in attendance and/or conducting special education ARD, S504, Dyslexia, and LPAC meetings several times during the school year, all of which offer the opportunity to interact with, and involve, parents.

CHS sponsors at least one Spanish-language and one English-language college and financial assistance workshop for seniors and juniors. We invite staff from ESC 16 to assist with the Spanish language workshop.

CHS also collaborates with the local Rotary Club to organize a Career Day every two years, which brings in local and area colleges and business representatives who can share knowledge and information with students about their respective business and/or profession.

CHS conducts a college/career "pep rally" scheduled related to the GenTex initiative, to allow our seniors to announce their post-graduation plans in a pep rally format. This celebration will occur in the CHS gym with all CHS, CMS, and BES students in attendance. An announcement will be placed in the local paper and parents & community members will be encouraged to attend. We will continue with this initiative for next school year.

### **Family and Community Involvement Needs**

We need to do more to obtain the support and participation of all parents, but especially our Hispanic parents. At this point we are open to suggestions from staff, parents, and the community to improve this relationship.

And, we can ALWAYS benefit from more parent involvement and participation.

## **School Context and Organization**

### **School Context and Organization Summary**

Over the years we have made a number of changes to accommodate changes in accountability and expectations at all levels. Also, our student numbers have increased and will continue to increase for the next 2-3 years, at which time they should stabilize around 280 or so. We have significantly increased our use and availability of technology over the years, and have provided training for teachers and staff, along with the expectation that it be utilized effectively to improve learning results.

We have added local credit remediation courses for algebra 1, as well as state credit reading courses to prepare students who are re-testing state assessments. Students who re-test the biology EOC are required to re-do the biology course until they pass the EOC. We handle US History the same way - students re-do the course until they pass it. We will periodically move advisory period to the end of the day to maximize time-in-class when we have groups of students leaving campus early for activities.

We will continue with our vertical alignment efforts, whereby subject teams meet to discuss alignment issues. Some of these meetings are intra-campus (if CMS teams are meeting with Baker), but we try to meet with CMS teams as frequently as possible. We have made efforts in the past to schedule so that teams have a common planning period, but it is impossible to do so 100% because of several factors. I try to physically locate teacher teams in proximity so that there is some time during passing periods and before and after school, and then schedule common planning periods where possible. Currently, we have all math teachers in the same hallway (with one in the portable building just behind the wing). We have all science teachers together in the same hallway, all English teachers in the same hallway, all social studies teachers in the same hallway, and the Spanish teachers adjacent to each other.

### **School Context and Organization Strengths**

I think that the environment on campus is generally good and positive, striking a balance between encouraging and supportive vs. high expectations and good work ethic. I feel that our collaboration on campus is a strength, although it is stronger with some teams.

### **School Context and Organization Needs**

Our new counselor is doing a fantastic job - there is more confidence about that position by teachers and staff and a much more positive environment, in the

office especially.

Regarding non-college options, post high school, we are working with students on these options. And we have increased the options available to students through face-to-face courses, online courses, dual credit courses, etc. We need to do a better job of communicating that to parents.

We will continue to balance a positive school environment with pressure to accomplish great things.

# Technology

## Technology Summary

Technology is emphasized at Canadian HS. All classrooms have wireless Internet access. In addition, every student and teacher at CHS has a laptop checked out to them for the school year. With wi-fi available throughout the campus, every student and teacher have internet access at all times they are on campus. Each campus employs a full time technology specialist to support maintenance of the network system and ensure that teacher utilization of technology is maximized (providing teacher professional development opportunities). CHS faculty members who complete a training program receive a Smart Board in their classroom. In addition, all classrooms have an LCD projector mounted in the ceiling and connected to the teacher's desktop computer, and some teachers have a document camera as well. We will soon begin opening up the CHS gym foyer to students on Monday through Thursday, 5:00 to 8:00. Concept is good; concerned that there is no supervision.

## Technology Strengths

The online/computer lab teacher, Mrs. Sawyer, has moved from a smaller classroom into a larger classroom environment and had significantly more students in her lab last school year. Students utilize many software and online programs in that lab that assist students with credit-recovery, ACT/SAT preparation, online courses, reading improvement, etc. CHS also offers students online electives, including Rosetta Stone for any language. These courses are online/elective courses, where students pace themselves with assistance and encouragement from the online lab instructor.

We will continue with a blended learning environment by utilizing Odysseyware. All Spanish I and Spanish II sections will continue to be blended classroom settings.

We have tried to divide our Spanish III classrooms into two different student groups: one of native Spanish speakers and one of native English speakers. This gives the native Spanish speakers the opportunity to do some truly advanced work in that class. However, we are not completely successful in this effort due to scheduling difficulties. We have also provided an instructional aide to Heather on a part-time basis, due to the large numbers in the lab.

## Technology Needs

Our students, more and more, are trying to use their laptops inappropriately during class time (listening to music or watching non-educational videos, or even finding ways around the filter to access social media). We need to be vigilant in keeping this in check.

Our teachers need to continue to transfer from using technology as "teaching technology" to using technology as "student/instructional technology". This takes time and intent in order for teachers to develop lessons utilizing technology (and online resources and tools).

The online lab continues to grow in need to meet student needs. This is due in part to more students needing to do credit recapture, and in part to Odysseyware increasing their course offerings, which folds right into the new graduation plan with endorsements.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

#### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

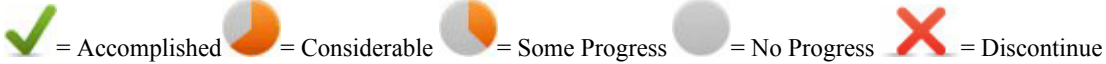


# Goals

**Goal 1: Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies.**

**Performance Objective 1:** Students will meet or exceed state standards - All students and all student sub-groups will meet standard on state assessments. Emphasis will be placed on students becoming "college and career ready" and achieving "advanced" (Level III) on EOC exams. In addition, students will meet state expectations with regard to all four Indexes.

**Summative Evaluation:** 90% of all students and student sub-groups will reach the satisfactory level on EOC assessments. 25% of all students will achieve the "advanced" level on EOC assessments.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All core departments have developed a plan to increase student performance. Principal will follow through by ensuring that teachers implement more effective instructional strategies.	Principal and English faculty and ESC 16 staff.	Increased % of students reaching Level II and Level III performance.				
						

**Goal 1:** Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies.

**Performance Objective 2:** CHS will achieve the state expectations in Index 1, "Student Achievement", which is determined by the percentage of all students performing satisfactory or higher on all EOCs.

**Summative Evaluation:** Exceed the Index 1 target (currently 60 index points - CHS scored 86 for 2015). We exceeded the target by 5 more index points than last year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Improve student performance in writing among low performing groups - especially ELLs and economically disadvantaged students. Focus will be on student motivation, improved classroom instruction, and differentiating classroom instruction.	Principal and faculty.	Increase in the target performance from year-to-year by at least 5%.				

<p align="center"><b>System Safeguard Strategies</b></p> <p>2) Improve reading scores for ELLs that did not score satisfactory. Continue with reading class in addition to English for all students who did not score satisfactory on the English I or II EOCs.        Most/all of our 1st and 2nd year ELLs are already receiving 4 class periods of language-related instruction: English class, reading class, ESL class, and ESL content mastery.        In addition, we will place students on a 4 week rotation, "Enrichment Wednesdays", to address reading and writing problems related to the EOCs and the TELPAS standardized assessments.        Week 1) Ms. Lundy        Week 2) Ms. Ayala-reading and vocabulary        Week 3) Ms. Lundy, repeat        Week 4) Mrs. McClendon-study skills</p> <p>Ms. Lundy --&gt; During the Enrichment period, students will work on reading comprehension and writing skills. Strategies will include reading short pieces with students (chunking) and providing students with writing stems to help practice writing for short answer responses.        The class will practice techniques to help them better understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using an English to Spanish dictionary.        The teacher also has a set of books that have short stories from Scholastic that illustrate a particular element of literature that will add to student knowledge.        The class will study the following areas to begin with: 1) Plot, 2) Character, and 3) Theme.        The rate at which the class progresses will vary depending upon students' progress and grasp of the English language and comprehension of the content.</p> <p>Additional Steps Taken to Address . . . .</p> <ul style="list-style-type: none"> <li>• New ESL textbooks</li> <li>• Additional LEP resources available to teachers on the campus via the CHS FileShare folder</li> <li>• Staff training provided by campus ESL Coordinator and an Administrator on October 7, 2015</li> <li>• Administrator attended ELPS training recently</li> <li>• Campus ESL Coordinator has a case management period available to her several days a week, in addition to a conference period</li> <li>• Full-time instructional aide that is dedicated 100% to ESL inclusion assistance</li> </ul>	<p>Principal, English &amp; ESL teachers.</p>	<p>Scores improve by 10% on English/reading assessments for this subgroup.</p>				
<p>3) Instructionally, teachers will utilize DMAC for course and individual student test results data to identify specific standards to be addressed.</p>	<p>Principal, English teachers.</p>	<p>Scores improve by 10% for writing for these two subgroups.</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies.


**Performance Objective 3:** CHS will achieve the state expectations in Index 2, "Student Progress".

**Summative Evaluation:** CHS exceeded Index 2 for 2015 (Target was 15; we scored 36).

**Goal 1:** Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies.

**Performance Objective 4:** CHS will achieve the state expectations in Index 3, "Closing Performance Gaps", which is determined by the improvement from year-to-year in the economically disadvantaged subgroup, plus the other two lowest subgroups.


**Summative Evaluation:** Exceed the Index 3 target (currently 31 index points - CHS scored 47 index points for 2015).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Improved student performance in social studies and reading among these subgroups - economically disadvantaged and Hispanic. Focus will be on student motivation, improved classroom instruction, differentiating classroom instruction. {The key factor on this Index is moving as many students in these two subgroups to Advanced performance on all tests, but especially in English and social studies.}	Principal and faculty and ESC 16 staff	Increase in the target performance from year-to-year by at least 5%.				
						

**Goal 1:** Canadian High School students will demonstrate exemplary skills in all academic areas, but especially in the core subjects of: reading/English language arts, mathematics, science, and social studies.

**Performance Objective 5:** CHS will achieve the state expectations in Index 4, "Postsecondary Readiness," which is determined by several interrelated factors among all applicable student groups.

**Summative Evaluation:** Exceed the Index 4 target (currently 57 index points - CHS scored 76 index points for 2015).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor all students for progress on their graduation plan, ensure the plan is appropriate for the student, and counsel students as needed.	Principal, counselor, college and career assistant	Continue to graduate at least 80% of students on the RHSP/DHSP or with an Endorsement and Distinguished under HB5.				
2) Increase the % of Hispanic students who exhibit postsecondary readiness on STAAR/EOC assessments.	Principal, counselor, faculty	Increase from 31% in 2015 to 40% in 2016.				
						

**Goal 2: Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.**

**Performance Objective 1:** Economically Disadvantaged students will be provided services at CHS to allow them to be academically successful.

**Summative Evaluation:** 100% of economically disadvantaged students will be identified and served via the appropriate means. The achievement gap vs. "all" students will decline by 5% from one year to the next.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all methods available to address economically disadvantaged students: * All faculty identifying students in need of assistance * Effectively utilizing the RtI committee to assist students * Providing programs and resources to give these students the opportunity to succeed	Principal, counselor, staff	100% of students who need assistance, receive it. Following district/campus procedures and policies with regard to assisting 100% of students.				

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 2:** Limited English Proficient and English as a Second Language students will be provided services and classroom accommodations through the ESL program, as determined by the LPAC Committee, to allow them to be academically successful.

**Summative Evaluation:** 100% of LEP students will be served according to the LPAC committee decisions. The achievement gap between LEP students and "all" students will decline by 5% from last year to the current year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all methods available to address the needs of LEP/ESL students: * LPAC committee is effectively working to meet the needs of students via discussing assessment results and considering accommodations * All faculty identifying students in need of assistance * Providing programs and resources to give these students the opportunity to succeed in many settings: - ESL classroom - ESL content mastery - Inclusion setting - Peer tutoring	Principal, counselor, ESL teacher, faculty & staff	100% of LEP students are identified and appropriately placed and accommodated to allow them to be successful.				


<p style="text-align: center;"><b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p>2) The following actions will be implemented this school year to address deficiencies in performance of ELLs: Most/all of our 1st and 2nd year ELLs are already receiving 4 class periods of language-related instruction: English class, reading class, ESL class, and ESL content mastery. But this will be one more effort to assist these students as follows: we will place students on a 4 week rotation, "Enrichment Wednesdays", to address reading and writing problems related to the EOCs and the TELPAS standardized assessments. Week 1) Ms. Lundy (see her detailed plan below) Week 2) Ms. Ayala-reading and vocabulary Week 3) Ms. Lundy, repeat Week 4) Mrs. McClendon-study skills</p> <p>Lundy During the Enrichment period, students will work on reading comprehension and writing skills. Strategies will include reading short pieces with students (chunking) and providing students with writing stems to help practice writing for short answer responses. The class will practice techniques to help them better understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using an English to Spanish dictionary. The teacher also has a set of books that have short stories from Scholastic that illustrate a particular element of literature that will add to student knowledge. The class will study the following areas to begin with: 1) Plot, 2) Character, and 3) Theme. The rate at which the class progresses will vary depending upon students' progress and grasp of the English language and comprehension of the content.</p> <p>Additional Steps Taken to Address . . . .</p> <ul style="list-style-type: none"> <li>• New ESL textbooks</li> <li>• Additional LEP resources available to teachers on the campus via the CHS FileShare folder</li> <li>• Staff training provided by campus ESL Coordinator and an Administrator on October 7, 2015</li> <li>• Administrator attended ELPS training recently</li> <li>• Campus ESL Coordinator has a case management period available to her several days a week, in addition to a conference period</li> <li>• Full-time instructional aide that is dedicated 100% to ESL inclusion assistance</li> </ul>	Principal and entire CHS faculty and staff	Scores improve in EOCs for ESL students, with 5% more students scoring "satisfactory".				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 3:** CHS will serve the needs of students identified as dyslexic and/or served under S504 to allow them to be academically successful.


**Summative Evaluation:** 100% of dyslexic and S504 students will be served according to the S504 and/or RtI committees' decisions. The achievement gap between dyslexic and/or S504 students vs. "all" students will decline by 5% from last school year to the current school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all methods available to address the needs of dyslexic/S504 students: * S504 and/or RtI committees are effectively working to meet the needs of students via discussing assessment results and considering accommodations * All faculty identifying students in need of assistance * Providing programs and resources to give these students the opportunity to succeed: * Inclusion setting with accommodations, * online programs, * pull-out program, etc.	Principal, counselor, faculty & staff, district dyslexic coordinator.	100% of students are identified and placed appropriately to allow them to be successful.				
2) Training will be made available to an English teacher in dyslexia to enable our campus to provide appropriate instruction.	Principal	All dyslexic students will make expected progress in English EOC scores.				
						

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 4:** The needs of special education students will be served so that they are given the opportunity to be academically successful. Student progress will be monitored according to the Comprehensive Analysis Process.


**Summative Evaluation:** 100% of special education students will be served according to the ARD committee decisions. The achievement gap between special education students and "all" students will decline by 5% from last school year to the current school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all methods available to address the needs of special education students: * ARD and/or RtI committees are effectively working to meet the needs of students via discussing assessment results and considering accommodations, etc. * All faculty are effectively implementing accommodations * Providing programs and resources to give these students the opportunity to succeed: Inclusion setting with accommodations, online programs, pull-out program, resource room, etc.	Principal, counselor, faculty and staff, diagnostician	100% of students are identified and placed appropriately to allow them to be successful.				
2) With regard to PBMAS, CHS faculty and staff will closely follow the education laws with regard to ARD decision-making, to ensure that we are non-discriminatory with regard to the placement of sub-populations into special education - only students who qualify will be considered.	Principal	All students receiving special education services are admitted based on solid assessment data.				
						

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 5:** The needs of gifted and talented students will be served through a differentiated curriculum and classroom opportunities that allow them to advance according to their identified strengths and potential.


**Summative Evaluation:** 100% of identified gifted and talented students will receive appropriate opportunities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) GT students will be identified for faculty; Faculty will be provided the opportunity to attain and maintain GT certification each year; Faculty will differentiate for these students in the classroom - not more work, higher level work.	Principal and faculty	100% of GT students are identified and placed appropriately to allow them to grow and develop in their gifted area(s).				
2) Each GT student will be afforded the opportunity to complete two projects or four assignments each semester, specifically designed for them, covering all four core subjects. .	Principal -> English, Math, Science, and Social Studies teachers.	100% of GT students will receive this opportunity.				
						

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 6:** The needs of migrant students will be served, first by accurately being identified and recruited, and secondly by providing for their needs so that they have the opportunity to succeed.

**Summative Evaluation:** 100% of migrant students will be identified and appropriately served. The achievement gap between migrant students and "all" students will decline by 5% from one year to the next.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all methods available to address the needs of migrant students, including: identification, review of assessment results, considering accommodations, providing programs and resources to give these students the opportunity to succeed.	Principal, counselor, ESL teacher, district migrant director	100% of migrant students are identified and appropriately served to allow them to be successful.				
						

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in all academic areas, but especially in the core subjects of: reading/English Language Arts, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Performance Objective 7:** CHS will continue to give all students, regardless of gender, the opportunity to take any CTE course(s) offered on our campus.

**Summative Evaluation:** 100% of students will have the opportunity to take any CTE course they desire, especially if it leads to on-time graduation with an endorsement.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>1) We offer three teacher-taught CTE programs: Agriculture Science, Business and Technology, and Family and Consumer Science. In addition, we offer a Health Sciences program that is a blended learning environment. We also offer a large number of CTE courses online, which gives females even more opportunity to take nontraditional courses.</p> <p>Every spring we present students with a course guide, with a section specifically containing only CTE courses. And each course has a written description associated with it. We also are completely nondiscriminatory with regard to student gender for course selection " no one in administration cares what courses that students request. Our counselor meets with students and parents each year to discuss college &amp; career and graduation plans. Out of those meetings come a PGP for every student.</p> <p>In short, we make every effort to educate students on their options, and provide them counseling in making those decisions, involve parents in the process, and then offer a significant variety of courses, especially for a small school. Males and females have the same opportunities with regard to selection of CTE courses. Short of dictating that more females take nontraditional courses, I honestly don't know of any other actions we can take.</p>	Principal, Asst. Principal, Counselor, CTE teachers, online lab teacher.	100% of students have the opportunity to take any CTE course they desire.				

**Goal 3: Canadian High School students will demonstrate behaviors that support a safe school environment.**

**Performance Objective 1:** Attendance - Student attendance will be monitored, parental involvement sought, and disciplinary action taken as necessary, to encourage regular attendance.

**Summative Evaluation:** Overall attendance rate of 96.5+%. Charges filed against fewer than 10 students for truancy. Fewer than 10 students required to make up time for excessive absences; no students denied credit for excessive absences.


I increased our goal due to our cohort group having an incredibly high attendance rate. If we can break into the top quartile of our cohort group in attendance, it could earn us more Distinctions.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Communication re. attendance: Send letters to parents, phone calls to parents, conferences with students and/or parents	Principal and secretary.	Check every three weeks for excessive tardies and truancies and absences. Communication with students and parents accordingly.				
						

**Goal 3:** Canadian High School students will demonstrate behaviors that support a safe school environment.

**Performance Objective 2:** Faculty and staff and students will provide a safe and supportive environment for all students and staff.

**Summative Evaluation:** Positive and safe environment, conducive to learning and teaching.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselor and staff/faculty will be observant of conversations or other signs that problems or issues are present that need to be addressed.	Counselor, principal, and staff	No significant problems manifest; issues that become apparent are addressed quickly and appropriately.				
2) Video surveillance system is in place and the principal and asst. principal trained to use it.	Principal and asst. principal	Both can use it as needed.				
3) Further limit access to the campus during most times of the school day by keeping outside doors locked.	Principal and custodians	Doors locked according to scheduled times.				
4) Continue to practice emergency drills at prescribed intervals - train and take corrective action as needed.	Principal	Quick and efficient practices with minimal problems or correction required.				
5) Copsync program is now installed on every desktop computer on campus, giving us another tool to more quickly alert local law enforcement to serious problems on campus that require assistance.	All faculty and office staff.	The system is available 100% of time that the building/campus is occupied.				
6) Installation of mag-lock doors at three entrances to our campus, giving the secretary and principal the ability to completely control access to the building. All other doors will remain locked most of the school day. The door at the main entrance will have video that displays on two office computers, and all three doors can be scheduled to lock/unlock.	Principal and superintendent.	Successfully limiting access as desired.				
7) Other security measures in place to keep our campus safe.	Principal and superintendent.	Safe campus with no incidents that threaten the safety of our students and staff.				
						

**Goal 3:** Canadian High School students will demonstrate behaviors that support a safe school environment.

**Performance Objective 3:** Staff awareness of issues related to maltreatment of children will be raised through professional development each year.

**Summative Evaluation:** 100% of teachers will receive training/instruction on this topic during professional development. All incidents will be addressed and documented appropriately.

**Goal 3:** Canadian High School students will demonstrate behaviors that support a safe school environment.


**Performance Objective 4:** Staff awareness of issues related to bullying of students will be raised through professional development each year.

**Summative Evaluation:** 100% of teachers will receive training/instruction on this topic during professional development. 100% of incidents will be addressed and documented appropriately.

**Goal 4: Canadian High School students will be informed about higher education opportunities, encouraged to form career goals, and encouraged to make informed curriculum choices to maximize their options with regard to post high school decisions.**

**Performance Objective 1:** CHS staff will inform students regarding college and career opportunities and the curriculum decisions that impact those options.

**Summative Evaluation:** Feedback from students and parents; observation by principal.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CHS will partner with the local Rotary Club every two years to conduct a College and Career Fair on campus.	Principal, college and career assistant, and Rotary members	Organized event that runs smoothly and provides students opportunities to learn about various interests.				
						



**Goal 4:** Canadian High School students will be informed about higher education opportunities, encouraged to form career goals, and encouraged to make informed curriculum choices to maximize their options with regard to post high school decisions.

**Performance Objective 2:** ACT-Aspire, ACT, PSAT, and SAT testing opportunities will continue, and even expanded at CHS to include practice tests and campus school-day testing.


**Summative Evaluation:** Continue with the current testing program, with expansion. 100% of all sophomores will take the PLAN, 100% of juniors will take the PSAT, 100% of juniors will take the ACT on a school day, and we will continue to offer ACT at every national test date in Canadian.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CHS will pay for every sophomore to take the PLAN test during the school day.	Counselor, principal	100% participation.				
2) CHS will pay for every junior to take the PSAT during the school day.	Counselor, principal	100% participation.				
3) CHS will pay for every junior to take the ACT on a school day.	Counselor, principal	100% participation by students in attendance on the day of test administration.				
						

**Goal 4:** Canadian High School students will be informed about higher education opportunities, encouraged to form career goals, and encouraged to make informed curriculum choices to maximize their options with regard to post high school decisions.

**Performance Objective 3:** Students will be encouraged to graduate under plans that allow them maximum flexibility in post-secondary options - both in terms of institutions and financial options (scholarships and grants).


**Summative Evaluation:** Less than 20% of graduates graduating under the minimum or foundation graduation plans (without endorsement).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) As required by law, the counselor will meet annually with every student and parent that is to graduate under the HB5 Foundation graduation plan.	Counselor, Principal	100% of students on the Foundation Plan have a meeting with the counselor.				
						

## Goal 5: Technology will be integrated into the instructional and administrative programs of Canadian High School.

**Performance Objective 1:** Canadian High School will continue to emphasize technology by providing opportunities for students to utilize technology within the general curriculum. CHS faculty will have the opportunity to obtain or receive training, and encouraged to fully utilize technology in the classroom for instructional enhancement.


**Summative Evaluation:** 100% of teachers will utilize appropriate technology in the instructional process during the course of the school year and incorporate technology into their lessons. {Focus on using technology as an instructional tool, in addition to a teaching tool.}

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue with the one-to-one program to allow every student the opportunity to utilize technology all day, every day.	Principal, faculty & staff, technology dept.	100% of students possesses the technology and uses it appropriately and effectively for instructional purposes.				
2) With each new "textbook" adoption, teachers must consider the electronic resources available to them to incorporate into classroom instruction.	Principal and subject-area teams.	Instructional materials adoptions that reflect our level of technology adoption and encourage further technology integration in the classroom.				
3) Continue with GT refresher training that consists of instructional technology breakout sessions, with the principal to strongly emphasize utilization of technology in the classroom for instructional purposes.	Principal and faculty.	Increased use of effective instructional technology (as opposed to teaching technology).				
						

**Goal 5:** Technology will be integrated into the instructional and administrative programs of Canadian High School.

**Performance Objective 2:** Faculty, staff, and administration will effectively utilize technology for their benefit, as well as that of students, in fulfilling their administrative duties.

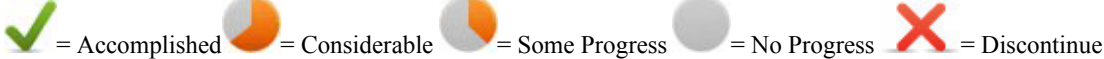
**Summative Evaluation:** 100% of faculty and staff will utilize available software and programs effectively with regard to grade reporting, student scheduling, analysis of test results, etc.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Faculty will effectively utilize administrative technology to the benefit of district, campus, and themselves.	Principal and technology mentors	Minimal problems with programs, especially GradeBook and Attendance accounting.				
2) Faculty will effectively and accurately utilize TxEIS (Gradebook, Attendance), Edmodo, and DMAC (for student data analysis and teacher evaluation).	Principal	Data is entered and submitted in a timely manner; student data is generated and analyzed.				
						

## Goal 6: Professional development opportunities will be provided to enable staff to meet campus goals.

**Performance Objective 1:** Faculty and staff will be provided opportunities for effective professional development that will meet the instructional needs of students.


**Summative Evaluation:** 100% of staff will participate in staff development opportunities with improved student progress and success rates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The campus SBDM committee will, as required by law, approve recommended professional development.	Principal	Documentation of discussion and approval by committee.				
2) Continue with ongoing, required-by-law, training in various areas: GT, TBSI, AED/CPR, concussion team, etc. Also continue with vertical alignment team meetings and with ACT/SAT test prep team efforts.	Principal, faculty, and staff	100% of faculty and staff are trained as required/expected.				
3) Technology Department continues to expand training opportunities for staff, both face-to-face training, and web-based training.	Technology Staff	CHS staff participates in at least the minimum training required by our district, with encouragement to go beyond.				
						

**Goal 6:** Professional development opportunities will be provided to enable staff to meet campus goals.

**Performance Objective 2:** Principal, superintendent, and faculty will conduct a combination of formal observations and informal walk-throughs as determined by law and administrative staff.






**Summative Evaluation:** Numbers of observations and walk-throughs will equal that expected by superintendent, with the result of improved classroom instruction.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Principal and asst. principal will make walk-throughs a priority.	Principal and superintendent.	Improved classroom instruction; more walk-throughs, on average, than last school year.				
2) Principal and asst. principal will make every effort to ensure that feedback on classroom performance is timely and effective in assisting teachers.	Principal, asst. principal.	Improved classroom instruction; feedback from teachers.				
						

## Goal 7: Canadian High School parents will be informed and involved in the academic progress and activities of their students.

**Performance Objective 1:** Parents will be informed and involved in the academic progress and activities of their children.


**Summative Evaluation:** 100% of parents will be kept informed of activities at CHS through varied methods and given the opportunity to actively participate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Information regarding events and activities will be made available in many formats: campus online calendar, principal's weekly email, local newspaper, newsletters, text messaging system, notes on grade reports, mailings, etc.	Principal, counselor, C&CR assistant, office staff	Information is made available in multiple formats, on an ongoing basis.				
2) Open house scheduled during the first six weeks grading period. One English language parent meeting, and one Spanish language parent meeting in conjunction with teacher meetings.	Principal	Open house is announced in a number of formats to 100% of parents; participation by 35% of students' parents.				
3) Other activities are scheduled for parents/students: Financial Aid night, Spanish and English; report card pickup at end of 1st six weeks.	Principal, counselor, C&CR assistant, faculty.	50% participation in both activities.				
4) Parent participation on the campus site-based and comprehensive needs assessment committees.	Principal	100% attendance at meetings.				
5) Remind and encourage teachers and parents to schedule and hold parent/teacher conferences as needed to discuss academic progress, behavior, etc.	Faculty, principal, counselor	Better academic results, fewer behavior problems, more parent involvement.				
6) Progress reports will be provided to parents every three weeks in the form of report cards.	Faculty, principal, office staff.	Reports are produced and mailed on time.				
7) A student handbook and the district student code of conduct is provided to every family. Every family then submits a signed acknowledgement form, indicating that they have read same.	Principal, office staff.	100% of CHS parents receive this information and are expected to read it.				
8) Parent portal available to parents, with the campus staff encouraging it's use and providing support and information as needed.	Office staff, faculty.	Parents informed of student progress in classes, with action taken at home to encourage improved student performance. Improved student performance on formal assessments.				
9) CISD Twitter account to inform the public of accomplishments and activities of CHS students.	Superintendent and Asst. Principal	Increased number of followers each month over the previous month.				
10) Tap Tap Direct utilized to send relevant text messages to parents and students.	Principal and Asst. Principal	Send text messages as reminders of important activities and events and deadlines.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 7:** Canadian High School parents will be informed and involved in the academic progress and activities of their students.

**Performance Objective 2:** Ongoing efforts to reach non-English speaking parents. Collaborate as a faculty and staff to develop and implement ideas.

**Summative Evaluation:** Develop and implement two new outreach activities/events for non-English speaking families.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer parents the option of visiting classes at Open House night with an interpreter.	Principal, ESL teacher	Positive parent feedback.				
2) Hold one or more parent meetings off campus in order for parents to be in a more comfortable and familiar environment.	Principal, counselor, C&CR assistant, ESL teacher.	50% of all non-English speaking parents to attend these off-campus events.				
						




## Goal 8: Canadian High School will reach and/or maintain a student completion rate of 95%.

**Performance Objective 1:** Students at risk of not completing high school in five years will be accurately identified, with their progress closely monitored, and encouragement and guidance offered. Students will be provided opportunities to recapture credits.

**Summative Evaluation:** 95% completion rate.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselor and staff will identify students at risk of dropping out. Factors used will include student age, number of credits behind peer group, lack of academic progress, personal and family factors if known, plus official TEA identifiers.	Counselor, principal, and faculty.	All students who are at-risk will be accurately identified, have a plan, and begin making progress toward graduation.				
2) Counseling services provided to at-risk students on an as-needed basis, by counselor and/or college and career assistant.	Counselor and C&CR assistant.	100% graduation rate.				
3) Administrative staff will work closely with students who do not earn 7 credits each year, re-evaluating their 4-year graduation plan, and encouraging them to re-gain credits via computer-based courses, credit-by-exam, and correspondence courses. This will encourage them to get back on track.	Principal and counselor.	All students on a path to graduation within 4-5 years, using all resources available.				
4) Parent/teacher conferences will be scheduled when possible to encourage parent involvement in their child's educational progress.	Faculty, counselor, principal	Feedback from faculty and parents of increased parent involvement.				
5) Students will fully utilize programs and scheduling opportunities (i.e., advisory period) in order to remain in "good standing" in classes and to remain on schedule to graduate in 4 or 5 years.	Faculty, principal.	Limited hallway activity during advisory; principal monitoring classes.				
6) College and Career Readiness Efforts: All Junior students will take the PSAT - paid by CISD. All sophomore students will take the PLAN test - paid by CISD. All junior students will take the ACT as a school-day administration. Career Day every other year in conjunction with the Rotary Club. The purpose is to identify strengths and weaknesses, and to encouraging students to work toward college admission and better scholarship opportunities.	Counselor, C&CR assistant, principal.	Make all tests available to students as planned/scheduled and work with students toward a plan for post-graduation. Variety of presenters for Career Day; a well-organized event; positive feedback from students and staff.				
7) Accurate and timely record-keeping with regard to enrollment and withdrawal, including accountability with proper signatures and leavor codes.	Principal, secretary, counselor.	Accurate records and ability to account for all withdrawn students.				

<p>8) With regard to LEP Dropout Rates, which caused an issue with PBMAS:  Progress toward graduation: Our campus closely monitors all student progress throughout the school year. The administrative team (principal, assistant principal, and counselor) meets with every student on the failing list at 3 weeks and 6 weeks (up to 11 times per year) to talk about why the student is failing and what actions they need to take to remedy the situation.  If a student fails a required course, they re-take the 1st semester face-to-face. If the student fails the semester again, then they are moved to an online lab where they take the course online via OdysseyWare. They are monitored for progress and success in the online lab by a certified teacher and an instructional aide.  The administrative team considers other options to allow students to be successful, such a change in graduation plan or change in endorsement.  Attendance: If a student has attendance issues, we strictly monitor it, counsel with students, contact parents as needed, send letters informing parents, and provide students with the opportunity to make time up if needed. We also counsel them on why they need to attend school all day, every day.  Also note all the actions/steps/programs in place to assist LEP students in acquiring English and achieving success in English/reading/writing.</p>	Principal, Asst. Principal, and Counselor	No PBMAS correction action required for next school year. Decrease rate from 16.7% to 10% or less by next school year.				
						

**Goal 9: Maintain 100% of academic core subject areas taught by highly qualified teachers, and all other courses taught by fully Texas certified teachers. All paraprofessionals will be certified and highly qualified.**

**Performance Objective 1:** Performance Measures: NCLB Indicators 3.1, 3.2, 3.3.


**Summative Evaluation:** 100% of core area teachers will be highly qualified on an ongoing basis, or by the beginning of the 2nd school year after being hired. 100% of instructional paraprofessionals will be highly qualified on an ongoing basis, or no later than the beginning of the 2nd school year after being hired.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies within the district initially, and posting vacancies online in multiple sites/organization.	Principal and superintendent	Attracting highly qualified, certified, and highly competent applicants to open positions.				
2) Any teachers or instructional paraprofessionals not highly qualified will develop and follow an acceptable plan to attain the training, testing, and certifications necessary.	Principal and teachers.	100% of instructional staff are certified and highly qualified as required by law or local policy.				
3) Maintain notebook of teacher and instructional paraprofessionals certifications and highly qualified status.	Principal	Accurate and complete notebook, updated by the end of the first month of the new school year.				
4) Maintain and monitor an effective teacher mentoring system in order to retain and develop highly qualified staff.	Principal	High retention levels, and competent, effective staff.				
5) Assist and monitor teachers and paraprofessionals attaining and maintaining certifications as required, to include as needed: GT, ESL, TOP-Rater, TBSI, UCDA, etc.	Principal and superintendent.	Teachers fully certified in all areas as needed/required by law or local policy.				
						

## Goal 10: Maintain a coordinated health program that benefits all students.

**Performance Objective 1:** Analyze student fitness data, student academic performance, data, student attendance rates, student shot records, and other information to maintain a quality health program. Students are encouraged/required to participate in physical education or PE equivalent.

**Summative Evaluation:** 100% will actively participate in physical education through PE and/or athletics and/or community activity programs to meet graduation requirements. 100% will have required immunizations by the end of the first month of school. 95% of students will meet the required state fitness standards.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) School Health Advisory Council (SHAC) will plan a coordinated health program for the district and all campuses.	School nurse	SHAC meetings with action items that are successfully completed at the campus level.				
2) Well-balanced and healthy meals will be made available to students who eat meals at the BES cafeteria.	Superintendent and cafeteria manager.	Monitoring of cafeteria menu.				
3) "Shot records" will be checked each year and students/parents will be required to stay current with required immunizations.	School nurse	100% of students current with immunizations.				
4) All students required to complete the "Fitnessgram" are, with results reported to TEA as required.	Principal, coaches, and technology department	100% of students present on test day are tested.				
5) Team of UCDA's on campus to address needs of diabetic students - trained as required.	Principal, school nurse, and team members.	The team is trained as required to meet student needs.				
6) Parents are asked to complete an allergy form to identify students who need to be monitored. A list of students with food allergies and the source of allergy is maintained in the campus office, readily available to office staff.	Principal.	Accurate list of students and allergies, readily available to office staff.				
7) AEDs are available on campus at multiple locations. Appropriate and required campus staff are trained in CPR and use of AEDs.	Principal and School nurse.	100% of required school staff trained in use of AED and CPR.				
						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	2	<p>Improve reading scores for ELLs that did not score satisfactory. Continue with reading class in addition to English for all students who did not score satisfactory on the English I or II EOCs. Most/all of our 1st and 2nd year ELLs are already receiving 4 class periods of language-related instruction: English class, reading class, ESL class, and ESL content mastery. In addition, we will place students on a 4 week rotation, "Enrichment Wednesdays", to address reading and writing problems related to the EOCs and the TELPAS standardized assessments. Week 1) Ms. Lundy Week 2) Ms. Ayala-reading and vocabulary Week 3) Ms. Lundy, repeat Week 4) Mrs. McClendon-study skills Ms. Lundy --&gt; During the Enrichment period, students will work on reading comprehension and writing skills. Strategies will include reading short pieces with students (chunking) and providing students with writing stems to help practice writing for short answer responses. The class will practice techniques to help them better understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using an English to Spanish dictionary. The teacher also has a set of books that have short stories from Scholastic that illustrate a particular element of literature that will add to student knowledge. The class will study the following areas to begin with: 1) Plot, 2) Character, and 3) Theme. The rate at which the class progresses will vary depending upon students' progress and grasp of the English language and comprehension of the content. Additional Steps Taken to Address . . .</p> <ul style="list-style-type: none"> <li>• New ESL textbooks</li> <li>• Additional LEP resources available to teachers on the campus via the CHS FileShare folder</li> <li>• Staff training provided by campus ESL Coordinator and an Administrator on October 7, 2015</li> <li>• Administrator attended ELPS training recently</li> <li>• Campus ESL Coordinator has a case management period available to her several days a week, in addition to a conference period</li> <li>• Full-time instructional aide that is dedicated 100% to ESL inclusion assistance</li> </ul>

Goal	Objective	Strategy	Description
2	2	2	<p>The following actions will be implemented this school year to address deficiencies in performance of ELLs: Most/all of our 1st and 2nd year ELLs are already receiving 4 class periods of language-related instruction: English class, reading class, ESL class, and ESL content mastery. But this will be one more effort to assist these students as follows: we will place students on a 4 week rotation, “Enrichment Wednesdays”, to address reading and writing problems related to the EOCs and the TELPAS standardized assessments. Week 1) Ms. Lundy (see her detailed plan below) Week 2) Ms. Ayala-reading and vocabulary Week 3) Ms. Lundy, repeat Week 4) Mrs. McClendon-study skills Lundy During the Enrichment period, students will work on reading comprehension and writing skills. Strategies will include reading short pieces with students (chunking) and providing students with writing stems to help practice writing for short answer responses. The class will practice techniques to help them better understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using an English to Spanish dictionary. The teacher also has a set of books that have short stories from Scholastic that illustrate a particular element of literature that will add to student knowledge. The class will study the following areas to begin with: 1) Plot, 2) Character, and 3) Theme. The rate at which the class progresses will vary depending upon students’ progress and grasp of the English language and comprehension of the content. Additional Steps Taken to Address . . . .</p> <ul style="list-style-type: none"> <li>• New ESL textbooks</li> <li>• Additional LEP resources available to teachers on the campus via the CHS FileShare folder</li> <li>• Staff training provided by campus ESL Coordinator and an Administrator on October 7, 2015</li> <li>• Administrator attended ELPS training recently</li> <li>• Campus ESL Coordinator has a case management period available to her several days a week, in addition to a conference period</li> <li>• Full-time instructional aide that is dedicated 100% to ESL inclusion assistance</li> </ul>

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	2	<p>The following actions will be implemented this school year to address deficiencies in performance of ELLs: Most/all of our 1st and 2nd year ELLs are already receiving 4 class periods of language-related instruction: English class, reading class, ESL class, and ESL content mastery. But this will be one more effort to assist these students as follows: we will place students on a 4 week rotation, “Enrichment Wednesdays”, to address reading and writing problems related to the EOCs and the TELPAS standardized assessments. Week 1) Ms. Lundy (see her detailed plan below) Week 2) Ms. Ayala-reading and vocabulary Week 3) Ms. Lundy, repeat Week 4) Mrs. McClendon-study skills Lundy During the Enrichment period, students will work on reading comprehension and writing skills. Strategies will include reading short pieces with students (chunking) and providing students with writing stems to help practice writing for short answer responses. The class will practice techniques to help them better understand what they are reading, such as activating prior background knowledge, using roots and cognates to help with word recognition, and translating difficult terms using an English to Spanish dictionary. The teacher also has a set of books that have short stories from Scholastic that illustrate a particular element of literature that will add to student knowledge. The class will study the following areas to begin with: 1) Plot, 2) Character, and 3) Theme. The rate at which the class progresses will vary depending upon students’ progress and grasp of the English language and comprehension of the content. Additional Steps Taken to Address . . . .</p> <ul style="list-style-type: none"> <li>• New ESL textbooks</li> <li>• Additional LEP resources available to teachers on the campus via the CHS FileShare folder</li> <li>• Staff training provided by campus ESL Coordinator and an Administrator on October 7, 2015</li> <li>• Administrator attended ELPS training recently</li> <li>• Campus ESL Coordinator has a case management period available to her several days a week, in addition to a conference period</li> <li>• Full-time instructional aide that is dedicated 100% to ESL inclusion assistance</li> </ul>

# State Compensatory

## Budget for Canadian High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$103,738.27
6129	6129 Salaries or Wages for Support Personnel	\$14,612.74
	<b>6100 Subtotal:</b>	<b>\$118,351.01</b>



**Personnel for Canadian High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darcie Richardson	Instructional Aide		.7778
Dena Hood	Teacher		.2222
Garrison Jones	Teacher	SCE	.3333
Heather Sawyer	Teacher		.90
Jacqui Haygood	Teacher		.1111
Luke Culwell	Teacher		.2222
Whitney Jones	Teacher		.1111
Whitney Jones	Teacher	SCE	.2222

# Addendums



# Canadian High School Memo

Richard Berry, Principal

Kasi Pennington, Secretary

Julia Schafer, C&CA

James Bryant, AP

Darlene Walker, Counselor

2014-15 EOC Results Analysis						
		Target Score	2014	2015	% over standard	% Imprvmnt
Achievement	Index 1	60	78	86	143%	110%
Progress	Index 2	15	NA	36	240%	NA
Closing Gaps	Index 3	31	37	47	152%	127%
Post-Sec Readiness	Index 4	57	74	76	133%	103%
<b>Index 1</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>S. S.</b>	<b>Total</b>	
% of Maximum	77.20%	93.20%	98.60%	93.80%	86.30%	
% Points Improvement	8.40	9.30	1.60	5.40	7.90	
<b>Index 2</b>	<b>All</b>	<b>Hispanic</b>	<b>White</b>			
% Met or Exceeded	72	68	74			
% Points Improvement	NA	NA	NA			
<b>Index 3</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>S. S.</b>	<b>Total</b>	
% of Maximum	33.50%	53.50%	57.50%	43.00%	46.90%	
% Points Improvement	5.5	10.7	7.5	10.0	10.0	
<b>Index 4</b>	<b>STAAR</b>	<b>Grad Rate</b>	<b>Grad Plan</b>	<b>Post-sec</b>	<b>Total</b>	
% of Maximum	54%	92.90%	86.10%	69.20%	76.00%	
% Points Improvement	1.8	-0.7	1.0	-1.0	1.6	
<b>System Safeguards</b>	<b>Standard</b>	<b>2014</b>	<b>2015</b>	<b>% points Imprvmnt</b>		
Reading - ELLs	60%	24%	34%	10.0		
Participation - Math, ED	95%	94%	NA			
Math - Eco Dis	55%	49%	NA			
<b>Total Safeguards Met</b>		19 of 21	24 of 25			
For 2014, minimum number of ELL tests to count safeguard not met.						
27 ELL reading tests for 2015.						

# Canadian HS - EOC Scores - Spring 2015

	Met Standard								Standard Not Met				
	Satisfactory				Advanced				2012	2013	2014	2015	
	2012	2013	2014	2015	2012	2013	2014	2015					
<b>English I EOC</b>													
Canadian HS All	68%	74%	61%	<b>74%</b>	14%	16%	1%	<b>11%</b>	32%	26%	39%	<b>26%</b>	
CHS Re-test			20%	<b>27%</b>			0%				80%		
Statewide All	68%	65%	62%	<b>63%</b>	8%	11%	6%	<b>8%</b>	32%	35%	38%	<b>37%</b>	
Statewide Re-test			35%				0%				65%		
Region 16	64%	61%		<b>64%</b>	6%			<b>7%</b>	36%	39%		<b>36%</b>	
<b>English II EOC</b>													
*note the increase as a group from Eng I													
Canadian HS All	70%	80%	70%	<b>71%</b>	5%	22%	4%	<b>2%</b>	30%	20%	30%	<b>29%</b>	
CHS Re-test			0%	<b>30%</b>			0%				100%		
Statewide All	61%	78%	73%	<b>66%</b>	9%	21%	7%	<b>5%</b>	39%	22%	27%	<b>34%</b>	
Statewide Re-test			27%				0%				73%		
Region 16	54%	76%		<b>65%</b>	5%			<b>3%</b>	46%	24%		<b>35%</b>	
<b>Algebra I</b>													
Canadian HS	75%	82%	87%	<b>93%</b>	11%	6%	5%	<b>24%</b>	25%	18%	13%	<b>7%</b>	
CHS Re-test			50%	<b>8%</b>			0%				50%		
Statewide	82%	82%	81%	<b>81%</b>	17%	16%	18%	<b>21%</b>	17%	22%	19%	<b>19%</b>	
Statewide Re-test			39%				0%				61%		
Region 16	82%	79%		<b>83%</b>	13%			<b>18%</b>	18%	21%		<b>27%</b>	
<b>Biology</b>													
Canadian HS	96%	93%	97%	<b>100%</b>	26%	2%	12%	<b>28%</b>	4%	7%	3%	<b>0%</b>	
CHS Re-test			NA	<b>1%</b>			NA				NA		
Statewide	86%	87%	91%	<b>92%</b>	9%	12%	12%	<b>18%</b>	13%	15%	9%	<b>8%</b>	
Statewide Re-test			54%				0%				46%		
Region 16	85%	85%		<b>93%</b>	6%			<b>16%</b>	15%	15%		<b>7%</b>	
<b>US History</b>													
(field test in 2012)													
Canadian HS	45%	NA	88%	<b>94%</b>	0%	NA	16%	<b>26%</b>	55%		12%	<b>6%</b>	
CHS Re-test			NA	<b>4%</b>			NA				NA		
Statewide	63%	73%	92%	<b>91%</b>	5%	7%	16%	<b>28%</b>	37%	27%	8%	<b>9%</b>	
Statewide Re-test			52%				0%				48%		
Region 16	53%	72%		<b>90%</b>	2%			<b>24%</b>	47%	28%		<b>10%</b>	

**For the 2014-15 School Year, re-testers:**

10th Graders = 19  
11th Graders = 14  
12th Graders = 10

**Total = 43 Students**

**For the 2015-16 School Year, re-testers:**

10th Graders = 20  
11th Graders = 16  
12th Graders = 4

**Total = 40 Students**

806/323-5373

806/323-9345 FAX

800 Hillside

Canadian Texas 79014

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 CANADIAN H S (106901001) - CANADIAN ISD

**Accountability Rating**

**Met Standard**

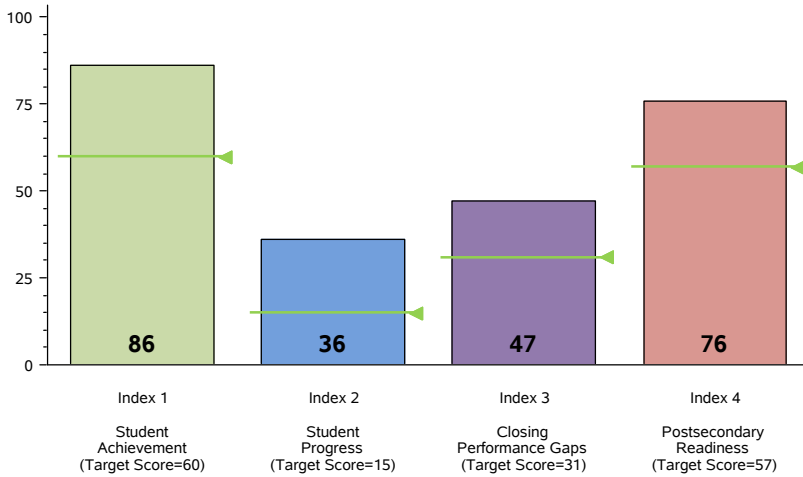
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	252 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	27.8
Percent English Language Learners	7.9
Mobility Rate	14.3

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	334	387	86
2 - Student Progress	214	600	36
3 - Closing Performance Gaps	375	800	47
4 - Postsecondary Readiness			
STAAR Score	13.5		
Graduation Rate Score	23.2		
Graduation Plan Score	21.5		
Postsecondary Component Score	17.3		76

**State System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	13 out of 14 = 93%
Participation Rates	9 out of 9 = 100%
Graduation Rates	2 out of 2 = 100%
<b>Total</b>	<b>24 out of 25 = 96%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**

**Accountability Rating**

**Met Standard**

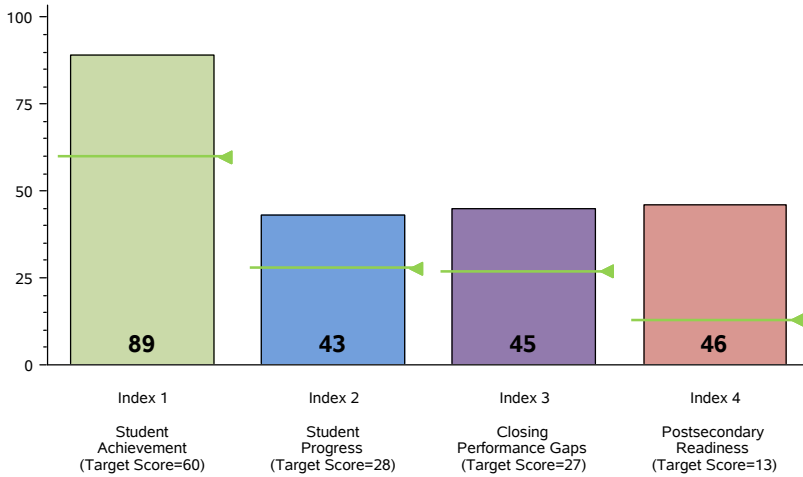
<b>Met Standards on</b>	<b>Did Not Meet Standards on</b>
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	221 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	36.7
Percent English Language Learners	8.1
Mobility Rate	9.0

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	352	394	89
2 - Student Progress	255	600	43
3 - Closing Performance Gaps	545	1,200	45
4 - Postsecondary Readiness			
STAAR Score	45.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		46

**State System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	12 out of 12 = 100%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>17 out of 17 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
**BAKER EL (106901101) - CANADIAN ISD**

**Accountability Rating**

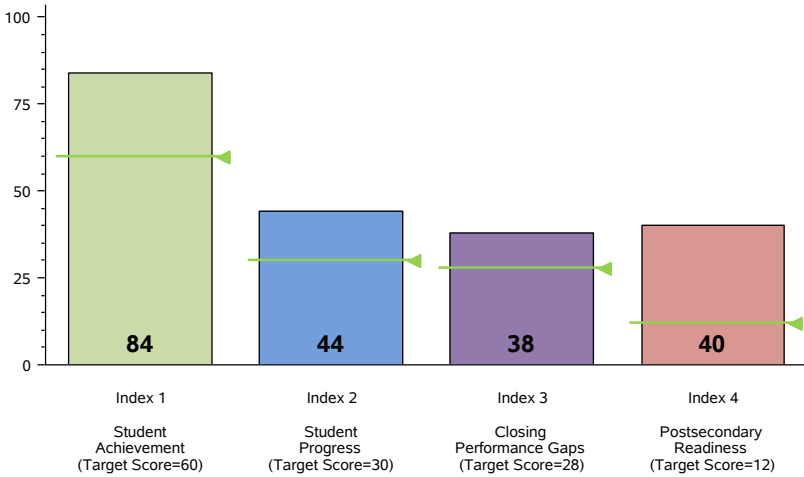
**Met Standard**

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in Reading/ELA	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NOT ELIGIBLE</b>
Academic Achievement in Science	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	239 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	43.5
Percent English Language Learners	18.0
Mobility Rate	8.5

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	276	327	84
2 - Student Progress	266	600	44
3 - Closing Performance Gaps	461	1,200	38
4 - Postsecondary Readiness			
STAAR Score	40.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		40

**State System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	11 out of 12 = 92%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>16 out of 17 = 94%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>



**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 CANADIAN EL (106901103) - CANADIAN ISD

**Accountability Rating**

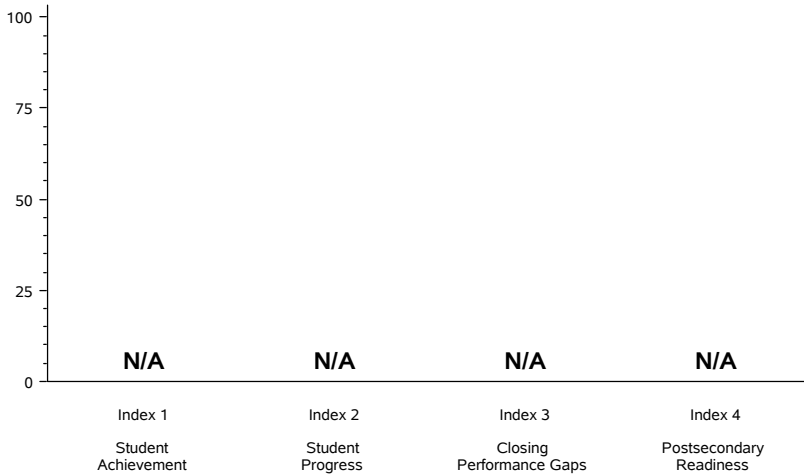
**Met Standard**

This campus is paired with BAKER EL (106901101)

**Distinction Designation**

Academic Achievement in Reading/ELA
NOT ELIGIBLE
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NOT ELIGIBLE
Postsecondary Readiness
NOT ELIGIBLE

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	336 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	48.8
Percent English Language Learners	20.8
Mobility Rate	7.1

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	N/A	N/A	N/A
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	N/A	N/A	N/A
4 - Postsecondary Readiness	N/A	N/A	N/A

**State System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	N/A
Participation Rates	N/A
Graduation Rates	N/A
<b>Total</b>	<b>N/A</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**CANADIAN ISD (106901)**

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y		N		4	5	80
Mathematics	Y		Y	Y					Y				4	4	100
Writing	Y		Y	Y					Y				4	4	100
Science	Y		Y	Y					Y				4	4	100
Social Studies	Y		Y	Y					Y				4	4	100
<b>Total</b>													<b>20</b>	<b>21</b>	<b>95</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			Y	5	5	100
Mathematics	Y		Y	Y					Y				4	4	100
<b>Total</b>													<b>9</b>	<b>9</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y			Y									2	2	100
Reason Code ***	d			a											
<b>Total</b>													<b>2</b>	<b>2</b>	<b>100</b>
<b>Overall Total</b>													<b>31</b>	<b>32</b>	<b>97</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

2015 State System Safeguards - Performance and Participation Data Table  
CANADIAN ISD (106901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	506	-	214	285	1	3	-	3	170	8	44	n/a
Total Tests	588	-	277	304	1	3	-	3	223	22	85	77
% at Phase-in Satisfactory Standard	86%	-	77%	94%	100%	100%	-	100%	76%	36%	52%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	86	-	33	52	-	-	-	1	28	2	7	n/a
Total Tests	91	-	38	52	-	-	-	1	31	5	8	7
% at Phase-in Satisfactory Standard	95%	-	87%	100%	-	-	-	100%	90%	40%	88%	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	109	-	44	63	-	1	-	1	37	0	8	n/a
Total Tests	128	-	55	71	-	1	-	1	51	1	16	12
% at Phase-in Satisfactory Standard	85%	-	80%	89%	-	100%	-	100%	73%	0%	50%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	163	-	61	101	1	-	-	-	41	7	9	n/a
Total Tests	192	-	83	108	1	-	-	-	60	8	21	19
% at Phase-in Satisfactory Standard	85%	-	73%	94%	100%	-	-	-	68%	88%	43%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	98	-	31	66	1	-	-	-	23	3	2	n/a
Total Tests	109	-	38	70	1	-	-	-	31	5	3	3
% at Phase-in Satisfactory Standard	90%	-	82%	94%	100%	-	-	-	74%	60%	67%	n/a

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number Participating	601	1	281	311	1	4	-	3	230	23	n/a	83
Total Students	604	1	282	312	1	4	-	4	230	23	n/a	83
Participation Rate	100%	100%	100%	100%	100%	100%	-	75%	100%	100%	n/a	100%

**Mathematics: 2014-2015 Assessments**

Number Participating	96	-	43	52	-	-	-	1	33	5	n/a	12
Total Students	96	-	43	52	-	-	-	1	33	5	n/a	12
Participation Rate	100%	-	100%	100%	-	-	-	100%	100%	100%	n/a	100%

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Graduation Data Table**  
 CANADIAN ISD (106901)

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	42	-	13	27	-	-	-	2	9	3	4	n/a
Total in Class	52	-	20	30	-	-	-	2	15	3	9	5
Graduation Rate	80.8%	-	65.0%	90.0%	-	-	-	100.0%	60.0%	100.0%	44.4%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	44	-	24	20	-	-	-	-	19	5	2	n/a
Total in Class	49	-	25	24	-	-	-	-	20	5	2	1
Graduation Rate	89.8%	-	96.0%	83.3%	-	-	-	-	95.0%	100.0%	100.0%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	44	-	24	20	-	-	-	-	19	5	2	n/a
Total in Class	49	-	25	24	-	-	-	-	20	5	2	1
Graduation Rate	89.8%	-	96.0%	83.3%	-	-	-	-	95.0%	100.0%	100.0%	n/a

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**CANADIAN H S (106901001) - CANADIAN ISD**

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y		N		4	5	80
Mathematics	Y		Y	Y					Y				4	4	100
Writing													0	0	
Science	Y		Y	Y									3	3	100
Social Studies	Y			Y									2	2	100
<b>Total</b>													<b>13</b>	<b>14</b>	<b>93</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			Y	5	5	100
Mathematics	Y		Y	Y					Y				4	4	100
<b>Total</b>													<b>9</b>	<b>9</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y			Y									2	2	100
Reason Code ***	d			a											
<b>Total</b>													<b>2</b>	<b>2</b>	<b>100</b>
<b>Overall Total</b>													<b>24</b>	<b>25</b>	<b>96</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

2015 State System Safeguards - Performance and Participation Data Table  
CANADIAN H S (106901001) - CANADIAN ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	149	-	70	77	-	-	-	2	47	3	10	n/a
Total Tests	193	-	101	90	-	-	-	2	71	16	29	27
% at Phase-in Satisfactory Standard	77%	-	69%	86%	-	-	-	100%	66%	19%	34%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	68	-	29	38	-	-	-	1	25	2	7	n/a
Total Tests	73	-	34	38	-	-	-	1	28	5	8	7
% at Phase-in Satisfactory Standard	93%	-	85%	100%	-	-	-	100%	89%	40%	88%	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	72	-	29	43	-	-	-	-	20	4	5	n/a
Total Tests	73	-	30	43	-	-	-	-	20	5	6	5
% at Phase-in Satisfactory Standard	99%	-	97%	100%	-	-	-	-	100%	80%	83%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	45	-	14	31	-	-	-	-	11	2	1	n/a
Total Tests	48	-	16	32	-	-	-	-	14	4	2	2
% at Phase-in Satisfactory Standard	94%	-	88%	97%	-	-	-	-	79%	50%	50%	n/a

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number Participating	197	-	104	91	-	-	-	2	74	17	n/a	30
Total Students	199	-	105	92	-	-	-	2	74	17	n/a	30
Participation Rate	99%	-	99%	99%	-	-	-	100%	100%	100%	n/a	100%

**Mathematics: 2014-2015 Assessments**

Number Participating	78	-	39	38	-	-	-	1	30	5	n/a	12
Total Students	78	-	39	38	-	-	-	1	30	5	n/a	12
Participation Rate	100%	-	100%	100%	-	-	-	100%	100%	100%	n/a	100%

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY  
**2015 State System Safeguards - Graduation Data Table**  
 CANADIAN H S (106901001) - CANADIAN ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	42	-	13	27	-	-	-	2	9	3	4	n/a
Total in Class	52	-	20	30	-	-	-	2	15	3	9	5
Graduation Rate	80.8%	-	65.0%	90.0%	-	-	-	100.0%	60.0%	100.0%	44.4%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	44	-	24	20	-	-	-	-	19	5	2	n/a
Total in Class	49	-	25	24	-	-	-	-	20	5	2	1
Graduation Rate	89.8%	-	96.0%	83.3%	-	-	-	-	95.0%	100.0%	100.0%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	44	-	24	20	-	-	-	-	19	5	2	n/a
Total in Class	49	-	25	24	-	-	-	-	20	5	2	1
Graduation Rate	89.8%	-	96.0%	83.3%	-	-	-	-	95.0%	100.0%	100.0%	n/a

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y				4	4	100
Mathematics	Y												1	1	100
Writing	Y		Y	Y									3	3	100
Science	Y			Y									2	2	100
Social Studies	Y			Y									2	2	100
<b>Total</b>													<b>12</b>	<b>12</b>	<b>100</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y				4	4	100
Mathematics	Y												1	1	100
<b>Total</b>													<b>5</b>	<b>5</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Overall Total</b>													<b>17</b>	<b>17</b>	<b>100</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.



2015 State System Safeguards - Performance and Participation Data Table  
CANADIAN MIDDLE (106901041) - CANADIAN ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	181	-	73	106	1	1	-	-	60	2	11	n/a
Total Tests	193	-	83	108	1	1	-	-	69	2	17	15
% at Phase-in Satisfactory Standard	94%	-	88%	98%	100%	100%	-	-	87%	100%	65%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	18	-	4	14	-	-	-	-	3	-	-	n/a
Total Tests	18	-	4	14	-	-	-	-	3	-	-	-
% at Phase-in Satisfactory Standard	100%	-	100%	100%	-	-	-	-	100%	-	-	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	54	-	25	28	-	1	-	-	19	0	5	n/a
Total Tests	61	-	28	32	-	1	-	-	22	1	6	4
% at Phase-in Satisfactory Standard	89%	-	89%	88%	-	100%	-	-	86%	0%	83%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	46	-	12	33	1	-	-	-	8	1	0	n/a
Total Tests	61	-	22	38	1	-	-	-	17	1	1	1
% at Phase-in Satisfactory Standard	75%	-	55%	87%	100%	-	-	-	47%	100%	0%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	53	-	17	35	1	-	-	-	12	1	1	n/a
Total Tests	61	-	22	38	1	-	-	-	17	1	1	1
% at Phase-in Satisfactory Standard	87%	-	77%	92%	100%	-	-	-	71%	100%	100%	n/a

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number Participating	198	1	83	112	1	1	-	-	70	2	n/a	16
Total Students	198	1	83	112	1	1	-	-	70	2	n/a	16
Participation Rate	100%	100%	100%	100%	100%	100%	-	-	100%	100%	n/a	100%

**Mathematics: 2014-2015 Assessments**

Number Participating	18	-	4	14	-	-	-	-	3	-	n/a	-
Total Students	18	-	4	14	-	-	-	-	3	-	n/a	-
Participation Rate	100%	-	100%	100%	-	-	-	-	100%	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY  
**2015 State System Safeguards - Graduation Data Table**  
 CANADIAN MIDDLE (106901041) - CANADIAN ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

- Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**BAKER EL (106901101) - CANADIAN ISD**

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y		N		4	5	80
Mathematics													0	0	
Writing	Y		Y	Y					Y				4	4	100
Science	Y		Y	Y									3	3	100
Social Studies													0	0	
<b>Total</b>													<b>11</b>	<b>12</b>	<b>92</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			Y	5	5	100
Mathematics													0	0	
<b>Total</b>													<b>5</b>	<b>5</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Overall Total</b>													<b>16</b>	<b>17</b>	<b>94</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

2015 State System Safeguards - Performance and Participation Data Table

BAKER EL (106901101) - CANADIAN ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	176	-	71	102	-	2	-	1	63	3	23	n/a
Total Tests	202	-	93	106	-	2	-	1	83	4	39	35
% at Phase-in Satisfactory Standard	87%	-	76%	96%	-	100%	-	100%	76%	75%	59%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	55	-	19	35	-	-	-	1	18	-	3	n/a
Total Tests	67	-	27	39	-	-	-	1	29	-	10	8
% at Phase-in Satisfactory Standard	82%	-	70%	90%	-	-	-	100%	62%	-	30%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	45	-	20	25	-	-	-	-	13	2	4	n/a
Total Tests	58	-	31	27	-	-	-	-	23	2	14	13
% at Phase-in Satisfactory Standard	78%	-	65%	93%	-	-	-	-	57%	100%	29%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number Participating	206	-	94	108	-	3	-	1	86	4	n/a	37
Total Students	207	-	94	108	-	3	-	2	86	4	n/a	37
Participation Rate	100%	-	100%	100%	-	100%	-	50%	100%	100%	n/a	100%

**Mathematics: 2014-2015 Assessments**

Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY  
**2015 State System Safeguards - Graduation Data Table**  
 BAKER EL (106901101) - CANADIAN ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

- Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**CANADIAN EL (106901103) - CANADIAN ISD**

**CONFIDENTIAL**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading													0	0	
Mathematics													0	0	
Writing													0	0	
Science													0	0	
Social Studies													0	0	
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading													0	0	
Mathematics													0	0	
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Overall Total</b>													<b>0</b>	<b>0</b>	

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

2015 State System Safeguards - Performance and Participation Data Table

CANADIAN EL (106901103) - CANADIAN ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates ‡</b>												
<b>Reading: 2014-2015 Assessments</b>												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
<b>Mathematics: 2014-2015 Assessments</b>												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY  
**2015 State System Safeguards - Graduation Data Table**  
 CANADIAN EL (106901103) - CANADIAN ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

- Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable for Systems Safeguards.



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**CANADIAN ISD (106901)**

Campus Type	Indicator ‡	# of Indicators at Q1	# of Eligible Indicators
<b>Elementary</b>	Index 4 - Percent at STAAR Postsecondary Readiness Standard	0	1
<b>Middle School</b>	Index 4 - Percent at STAAR Postsecondary Readiness Standard	0	1
<b>High School</b>	Index 4 - Percent at STAAR Postsecondary Readiness Standard	0	1
	Four-Year Longitudinal Graduation Rate	0	1
	Four-Year Longitudinal RHSP/DAP Rate	0	1
	College-Ready Graduates	0	1
	Advanced/Dual Enrollment Course Completion Rate: Any Subject	0	1
	AP/IB Examination Performance: Any Subject	0	0
	SAT/ACT Participation	1	1
	SAT/ACT Performance	0	1
	CTE-Coherent Sequence Graduates	0	1
<b>Total Indicators for Postsecondary Readiness</b>		<b>1</b>	<b>10</b>

Distinction District Outcome: 1 of 10 eligible indicators in the Top Quartile (Q1)

1 of 10 = 10%

Distinction Target: 70% or higher

**NO DISTINCTION EARNED**

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Reading/ELA**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	96.1%	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	2%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)	10%	Q2
EOC English II Performance (Level III)	1%	Q3
AP/IB Examination Participation: ELA	0%	Q3
AP/IB Examination Performance: ELA		
SAT/ACT Participation	95%	Q1
SAT Performance: ELA		
ACT Performance: ELA	19.8	Q4
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	12.6%	Q4
<b>Total Indicators for Reading/ELA</b>		<b>2 of 8</b>

Distinction Campus Outcome: 2 of 8 eligible indicators in the Top Quartile (Q1)

2 of 8 = 25%

Distinction Target: High School = 33% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Mathematics**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
**Campus Type: High School**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	96.1%	Q2
Greater Than Expected Student Growth in Mathematics	27%	Q1
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)	23%	Q1
AP/IB Examination Participation: Mathematics	0%	Q3
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation	95%	Q1
SAT Performance: Mathematics		
ACT Performance: Mathematics	20.7	Q4
Advanced/Dual Enrollment Course Completion Rate: Mathematics	31.2%	Q4
<b>Total Indicators for Mathematics</b>		<b>3 of 7</b>

Distinction Campus Outcome: 2 of 8 eligible indicators in the Top Quartile (Q1)

3 of 7 = 43%

Distinction Target: High School = 33% or higher

**DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Science**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
**Campus Type: High School**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	96.1%	Q2
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)	27%	Q1
AP/IB Examination Participation: Science	1%	Q2
AP/IB Examination Performance: Science		
ACT Performance: Science	19.9	Q4
Advanced/Dual Enrollment Course Completion Rate: Science	0.0%	Q3
<b>Total Indicators for Science</b>		<b>1 of 5</b>

Distinction Campus Outcome: 2 of 8 eligible indicators in the Top Quartile (Q1)

1 of 5 = 20%

Distinction Target: High School = 33% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Social Studies**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
**Campus Type: High School**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	96.1%	Q2
Grade 8 Social Studies Performance (Level III)		
EOC U.S. History Performance (Level III)	25%	Q2
AP/IB Examination Participation: Social Studies	0%	Q2
AP/IB Examination Performance: Social Studies		
Advanced/Dual Enrollment Course Completion Rate: Social Studies	15.9%	Q3
<b>Total Indicators for Social Studies</b>		<b>0 of 4</b>

Distinction Campus Outcome: 2 of 8 eligible indicators in the Top Quartile (Q1)

0 of 4 = 0%

Distinction Target: High School = 33% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Student Progress**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
Campus Type: High School

Campus Name	District Name	Index 2 Score ‡
1 CLEAR HORIZONS EARLY COLLEGE H S (084910010)	CLEAR CREEK ISD	50
2 SUNDOWN H S (110907001)	SUNDOWN ISD	49
3 CAYUGA H S (001902001)	CAYUGA ISD	38
<b>CANADIAN H S (106901001)</b>	<b>CANADIAN ISD</b>	<b>36</b>
4 EARLY H S (025909001)	EARLY ISD	36
5 GUNTER H S (091917001)	GUNTER ISD	36
6 INDUSTRIAL H S (120905001)	INDUSTRIAL ISD	35
7 TRENTON H S (074912001)	TRENTON ISD	35
8 WHITEWRIGHT H S (091910001)	WHITEWRIGHT ISD	32
9 IRAAN H S (186903001)	IRAAN-SHEFFIELD ISD	31
10 PORT ARANSAS H S (178908001)	PORT ARANSAS ISD	31
11 WEST TEXAS H S (117904001)	PLEMONS-STINNETT-PHILLIPS CISD	31
12 BELLS H S (091901001)	BELLS ISD	30
13 MEMORIAL EARLY COLLEGE H S WITH ST (046902007)	COMAL ISD	30
14 PEASTER H S (184908001)	PEASTER ISD	30
15 CENTRAL HEIGHTS H S (174908001)	CENTRAL HEIGHTS ISD	29
16 HOWE H S (091905001)	HOWE ISD	29
17 SHALLOWATER H S (152909001)	SHALLOWATER ISD	29
18 PONDER H S (061906001)	PONDER ISD	27
19 GOLIAD H S (088902001)	GOLIAD ISD	25
20 RIO VISTA H S (126907001)	RIO VISTA ISD	25
21 ELDORADO H S (207901001)	SCHLEICHER ISD	23
22 HALLETTSVILLE H S (143901001)	HALLETTSVILLE ISD	23
23 HENRIETTA H S (039902001)	HENRIETTA ISD	23
24 MARION H S (094904001)	MARION ISD	22
25 SPRING HILL H S (092907001)	SPRING HILL ISD	22
26 ACADEMY H S (014901001)	ACADEMY ISD	21
27 LAGO VISTA H S (227912001)	LAGO VISTA ISD	21
28 NEW DIANA H S (230906001)	NEW DIANA ISD	21
29 REAGAN COUNTY H S (192901001)	REAGAN COUNTY ISD	21
30 KRUM H S (061905001)	KRUM ISD	20
31 THRALL H S (246912001)	THRALL ISD	20
32 BUNA H S (121903001)	BUNA ISD	19
33 CADDO MILLS H S (116901001)	CADDO MILLS ISD	19
34 COAHOMA H S (114902001)	COAHOMA ISD	18
35 MONAHANS H S (238902001)	MONAHANS-WICKETT-PYOTE ISD	18
36 ALVORD H S (249901001)	ALVORD ISD	17
37 KOUNTZE H S (100903002)	KOUNTZE ISD	17
38 CRANE HIGH SCHOOL (052901001)	CRANE ISD	16
39 DILLEY H S (082902001)	DILLEY ISD	15
40 LYNDON B JOHNSON H S (016901001)	JOHNSON CITY ISD	13

Top 25% in Student Progress Target = Index 2 Score of 31

**DISTINCTION EARNED**

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
Campus Type: High School

Campus Name	District Name	Index 3 Score ‡
1 CLEAR HORIZONS EARLY COLLEGE H S (084910010)	CLEAR CREEK ISD	69
2 PORT ARANSAS H S (178908001)	PORT ARANSAS ISD	59
3 MEMORIAL EARLY COLLEGE H S WITH ST (046902007)	COMAL ISD	56
4 EARLY H S (025909001)	EARLY ISD	54
5 SUNDOWN H S (110907001)	SUNDOWN ISD	54
6 CADDO MILLS H S (116901001)	CADDO MILLS ISD	52
7 HOWE H S (091905001)	HOWE ISD	52
8 PEASTER H S (184908001)	PEASTER ISD	52
9 BELLS H S (091901001)	BELLS ISD	51
10 GUNTER H S (091917001)	GUNTER ISD	50
11 NEW DIANA H S (230906001)	NEW DIANA ISD	50
12 TRENTON H S (074912001)	TRENTON ISD	50
13 ELDORADO H S (207901001)	SCHLEICHER ISD	49
14 SPRING HILL H S (092907001)	SPRING HILL ISD	49
15 LAGO VISTA H S (227912001)	LAGO VISTA ISD	48
16 SHALLOWATER H S (152909001)	SHALLOWATER ISD	48
<b>CANADIAN H S (106901001)</b>	<b>CANADIAN ISD</b>	<b>47</b>
17 HALLETTSVILLE H S (143901001)	HALLETTSVILLE ISD	47
18 HENRIETTA H S (039902001)	HENRIETTA ISD	47
19 INDUSTRIAL H S (120905001)	INDUSTRIAL ISD	47
20 BUNA H S (121903001)	BUNA ISD	46
21 CAYUGA H S (001902001)	CAYUGA ISD	46
22 GOLIAD H S (088902001)	GOLIAD ISD	46
23 PONDER H S (061906001)	PONDER ISD	46
24 WHITEWRIGHT H S (091910001)	WHITEWRIGHT ISD	46
25 CENTRAL HEIGHTS H S (174908001)	CENTRAL HEIGHTS ISD	45
26 KRUM H S (061905001)	KRUM ISD	45
27 MARION H S (094904001)	MARION ISD	45
28 WEST TEXAS H S (117904001)	PLEMONS-STINNETT-PHILLIPS CISD	45
29 ACADEMY H S (014901001)	ACADEMY ISD	44
30 IRAAN H S (186903001)	IRAAN-SHEFFIELD ISD	44
31 RIO VISTA H S (126907001)	RIO VISTA ISD	44
32 LYNDON B JOHNSON H S (016901001)	JOHNSON CITY ISD	43
33 ALVORD H S (249901001)	ALVORD ISD	41
34 THRALL H S (246912001)	THRALL ISD	41
35 CRANE HIGH SCHOOL (052901001)	CRANE ISD	40
36 MONAHANS H S (238902001)	MONAHANS-WICKETT-PYOTE ISD	37
37 COAHOMA H S (114902001)	COAHOMA ISD	35
38 KOUNTZE H S (100903002)	KOUNTZE ISD	34
39 REAGAN COUNTY H S (192901001)	REAGAN COUNTY ISD	32
40 DILLEY H S (082902001)	DILLEY ISD	31

Top 25% in Closing Performance Gaps Target = Index 3 Score of 50

**NO DISTINCTION EARNED**

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
**Campus Type: High School**

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	55%	Q3
Four-Year Longitudinal Graduation Rate	86%	Q4
Four-Year Longitudinal RHSP/DAP Rate	83%	Q3
College-Ready Graduates	59%	Q3
Advanced/Dual Enrollment Course Completion Rate: Any Subject	35.6%	Q4
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation	95%	Q1
SAT/ACT Performance	23%	Q3
CTE-Coherent Sequence Graduates	7%	Q4
<b>Total Indicators for Postsecondary Readiness</b>		<b>1 of 8</b>

Evaluation of Campus Outcomes: 1 of 8 eligible indicators in Q1 (Top Quartile)

1 of 8 = 13%

Distinction Target: High School = 33% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary**  
**CANADIAN H S (106901001) - CANADIAN ISD**  
Campus Type: High School

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	36,266.5	37,749.0	96.1	96.5	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	1	61	2	1	Q1
Greater Than Expected Student Growth in Mathematics	17	63	27	14	Q1
Grade 3 Reading Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)	17	73	23	16.0	Q1
EOC English I Performance (Level III)	11	115	10	10.5	Q2
EOC English II Performance (Level III)	1	78	1	6.0	Q3
EOC Biology Performance (Level III)	20	73	27	23.5	Q1
EOC U.S. History Performance (Level III)	12	48	25	32.5	Q2
AP/IB Examination Participation: ELA	0	92	0.0	13.9	Q3
AP/IB Examination Participation: Mathematics	0	92	0.0	3.1	Q3
AP/IB Examination Participation: Science	1	92	1.1	1.7	Q2
AP/IB Examination Participation: Social Studies	0	92	0.0	0.8	Q2
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation	40	42	95	73	Q1
SAT/ACT Performance	9	40	23	34	Q3
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA	n/a	40	19.8	21.9	Q4
ACT Performance: Mathematics	n/a	40	20.7	22.5	Q4
ACT Performance: Science	n/a	40	19.9	22.4	Q4
Index 4 - Percent at STAAR Postsecondary Readiness Standard	108	195	55	67	Q3
Four-Year Longitudinal Graduation Rate	42	49	85.7	98.2	Q4
Four-Year Longitudinal RHSP/DAP Rate	35	42	83.3	91.2	Q3
College-Ready Graduates	23	39	59.0	69.5	Q3
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	11	87	12.6	31.5	Q4
Advanced/Dual Enrollment Course Completion Rate: Mathematics	24	77	31.2	53.3	Q4
Advanced/Dual Enrollment Course Completion Rate: Science	0	59	0.0	11.1	Q3
Advanced/Dual Enrollment Course Completion Rate: Social Studies	14	88	15.9	32.1	Q3
Advanced/Dual Enrollment Course Completion Rate: Any Subject	32	90	35.6	61.4	Q4
CTE-Coherent Sequence Graduates	3	42	7.1	89.1	Q4

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Reading/ELA**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	18%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)	25%	Q2
Grade 7 Reading Performance (Level III)	27%	Q2
Grade 7 Writing Performance (Level III)	10%	Q2
Grade 8 Reading Performance (Level III)	29%	Q2
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA		
<b>Total Indicators for Reading/ELA</b>		<b>1 of 6</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

1 of 6 = 17%

Distinction Target: Middle School = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Mathematics**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
 Campus Type: Middle School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Greater Than Expected Student Growth in Mathematics	39%	Q3
Algebra I by Grade 8 - Participation	25%	Q2
EOC Algebra I Performance (Level III)	56%	Q2
AP/IB Examination Participation: Mathematics		
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation		
SAT Performance: Mathematics		
ACT Performance: Mathematics		
Advanced/Dual Enrollment Course Completion Rate: Mathematics		
<b>Total Indicators for Mathematics</b>		<b>0 of 4</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

0 of 4 = 0%

Distinction Target: Middle School = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Science**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)	18%	Q2
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual Enrollment Course Completion Rate: Science		
<b>Total Indicators for Science</b>		<b>0 of 2</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

0 of 2 = 0%

Distinction Target: Middle School = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Social Studies**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Grade 8 Social Studies Performance (Level III)	28%	Q1
EOC U.S. History Performance (Level III)		
AP/IB Examination Participation: Social Studies		
AP/IB Examination Performance: Social Studies		
Advanced/Dual Enrollment Course Completion Rate: Social Studies		
<b>Total Indicators for Social Studies</b>		<b>1 of 2</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

1 of 2 = 50%

Distinction Target: Middle School = 50% or higher

**DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Student Progress**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Campus Name	District Name	Index 2 Score ‡
1 WILLIAM B TRAVIS ACAD/VANGRD FOR A (057905057)	DALLAS ISD	62
2 CORNERSTONE ACADEMY (101920048)	SPRING BRANCH ISD	48
3 WHITEWRIGHT MIDDLE (091910041)	WHITEWRIGHT ISD	46
4 HARMONY JUNIOR HIGH (230905041)	HARMONY ISD	45
5 CALLISBURG MIDDLE (049905042)	CALLISBURG ISD	44
6 GARRISON MIDDLE (174903041)	GARRISON ISD	44
7 HARPER MIDDLE (086902041)	HARPER ISD	44
8 MILLSAP MIDDLE (184904041)	MILLSAP ISD	44
<b>CANADIAN MIDDLE (106901041)</b>	<b>CANADIAN ISD</b>	<b>43</b>
9 CENTRAL HEIGHTS MIDDLE (174908041)	CENTRAL HEIGHTS ISD	43
10 CALVIN NELMS MIDDLE (101837041)	CALVIN NELMS CHARTER SCHOOLS	42
11 SUNDOWN J H (110907041)	SUNDOWN ISD	42
12 GLEN ROSE J H (213901041)	GLEN ROSE ISD	41
13 POTTSBORO MIDDLE (091913041)	POTTSBORO ISD	40
14 CADDO MILLS MIDDLE (116901041)	CADDO MILLS ISD	39
15 ELYSIAN FIELDS MIDDLE (102906041)	ELYSIAN FIELDS ISD	39
16 WINDTHORST JH (005904041)	WINDTHORST ISD	39
17 INDUSTRIAL J H (120905041)	INDUSTRIAL ISD	38
18 ALVORD MIDDLE (249901041)	ALVORD ISD	37
19 SABINE MIDDLE (092906041)	SABINE ISD	37
20 GRANDVIEW J H (126904041)	GRANDVIEW ISD	36
21 HARLETON J H (102905041)	HARLETON ISD	36
22 MAURICEVILLE MIDDLE (181908042)	LITTLE CYPRESS-MAURICEVILLE CISD	36
23 STANTON MIDDLE (156902041)	STANTON ISD	36
24 WORTHAM MIDDLE (081905041)	WORTHAM ISD	36
25 HENRIETTA MIDDLE (039902041)	HENRIETTA ISD	35
26 LONE OAK MIDDLE (116906041)	LONE OAK ISD	35
27 JIM NED MIDDLE (221911041)	JIM NED CISD	34
28 WHITE OAK MIDDLE (092908041)	WHITE OAK ISD	34
29 PEASTER MIDDLE (184908041)	PEASTER ISD	33
30 PONDER J H (061906041)	PONDER ISD	33
31 THRALL MIDDLE (246912042)	THRALL ISD	33
32 TOLAR J H (111903041)	TOLAR ISD	33
33 CRANE MIDDLE (052901041)	CRANE ISD	31
34 WEST TEXAS MIDDLE (117904041)	PLEMONS-STINNETT-PHILLIPS CISD	31
35 BOSQUEVILLE MIDDLE (161923041)	BOSQUEVILLE ISD	29
36 NORMANGEE MIDDLE (145906041)	NORMANGEE ISD	29
37 REAGAN COUNTY MIDDLE (192901041)	REAGAN COUNTY ISD	29
38 MCLEOD MIDDLE (034906041)	MCLEOD ISD	27
39 NEW DIANA MIDDLE (230906041)	NEW DIANA ISD	25
40 JACKSBORO MIDDLE (119902041)	JACKSBORO ISD	22

Top 25% in Student Progress Target = Index 2 Score of 42

**DISTINCTION EARNED**

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Campus Name	District Name	Index 3 Score ‡
1 WILLIAM B TRAVIS ACAD/VANGRD FOR A (057905057)	DALLAS ISD	86
2 CORNERSTONE ACADEMY (101920048)	SPRING BRANCH ISD	62
3 INDUSTRIAL J H (120905041)	INDUSTRIAL ISD	53
4 SUNDOWN J H (110907041)	SUNDOWN ISD	53
5 WHITEWRIGHT MIDDLE (091910041)	WHITEWRIGHT ISD	53
6 CADDO MILLS MIDDLE (116901041)	CADDO MILLS ISD	52
7 HARMONY JUNIOR HIGH (230905041)	HARMONY ISD	51
8 WINDTHORST JH (005904041)	WINDTHORST ISD	49
9 CALVIN NELMS MIDDLE (101837041)	CALVIN NELMS CHARTER SCHOOLS	47
10 GRANDVIEW J H (126904041)	GRANDVIEW ISD	47
11 ALVORD MIDDLE (249901041)	ALVORD ISD	45
<b>CANADIAN MIDDLE (106901041)</b>	<b>CANADIAN ISD</b>	<b>45</b>
12 SABINE MIDDLE (092906041)	SABINE ISD	44
13 TOLAR J H (111903041)	TOLAR ISD	44
14 GLEN ROSE J H (213901041)	GLEN ROSE ISD	43
15 LONE OAK MIDDLE (116906041)	LONE OAK ISD	43
16 WHITE OAK MIDDLE (092908041)	WHITE OAK ISD	43
17 HARLETON J H (102905041)	HARLETON ISD	42
18 PONDER J H (061906041)	PONDER ISD	42
19 GARRISON MIDDLE (174903041)	GARRISON ISD	41
20 JIM NED MIDDLE (221911041)	JIM NED CISD	41
21 POTTSBORO MIDDLE (091913041)	POTTSBORO ISD	41
22 CALLISBURG MIDDLE (049905042)	CALLISBURG ISD	40
23 HARPER MIDDLE (086902041)	HARPER ISD	40
24 ELYSIAN FIELDS MIDDLE (102906041)	ELYSIAN FIELDS ISD	39
25 CENTRAL HEIGHTS MIDDLE (174908041)	CENTRAL HEIGHTS ISD	37
26 MILLSAP MIDDLE (184904041)	MILLSAP ISD	37
27 THRALL MIDDLE (246912042)	THRALL ISD	37
28 HENRIETTA MIDDLE (039902041)	HENRIETTA ISD	36
29 PEASTER MIDDLE (184908041)	PEASTER ISD	36
30 NEW DIANA MIDDLE (230906041)	NEW DIANA ISD	35
31 NORMANGEE MIDDLE (145906041)	NORMANGEE ISD	34
32 BOSQUEVILLE MIDDLE (161923041)	BOSQUEVILLE ISD	31
33 MAURICEVILLE MIDDLE (181908042)	LITTLE CYPRESS-MAURICEVILLE CISD	31
34 WEST TEXAS MIDDLE (117904041)	PLEMONS-STINNETT-PHILLIPS CISD	31
35 WORTHAM MIDDLE (081905041)	WORTHAM ISD	31
36 JACKSBORO MIDDLE (119902041)	JACKSBORO ISD	30
37 CRANE MIDDLE (052901041)	CRANE ISD	29
38 REAGAN COUNTY MIDDLE (192901041)	REAGAN COUNTY ISD	29
39 STANTON MIDDLE (156902041)	STANTON ISD	26
40 MCLEOD MIDDLE (034906041)	MCLEOD ISD	22

Top 25% in Closing Performance Gaps Target = Index 3 Score of 46

**NO DISTINCTION EARNED**

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
Campus Type: Middle School

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	47%	Q2
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal RHSP/DAP Rate		
College-Ready Graduates		
Advanced/Dual Enrollment Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
<b>Total Indicators for Postsecondary Readiness</b>		<b>0 of 1</b>

Evaluation of Campus Outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Middle School = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary**  
**CANADIAN MIDDLE (106901041) - CANADIAN ISD**  
 Campus Type: Middle School

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	40,226.0	41,478.0	97.0	97.1	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	33	182	<b>18</b>	17	<b>Q1</b>
Greater Than Expected Student Growth in Mathematics	7	18	39	57	Q3
Grade 3 Reading Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)	16	64	25	27	Q2
Grade 7 Reading Performance (Level III)	17	64	27	30	Q2
Grade 7 Writing Performance (Level III)	6	61	10	17	Q2
Grade 8 Reading Performance (Level III)	19	65	29	34	Q2
Grade 8 Science Performance (Level III)	11	61	18	20	Q2
Grade 8 Social Studies Performance (Level III)	17	61	<b>28</b>	14	<b>Q1</b>
Algebra I by Grade 8 - Participation	18	73	25	28.0	Q2
EOC Algebra I Performance (Level III)	10	18	56	74.5	Q2
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	91	193	47	49	Q2
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA					
Advanced/Dual Enrollment Course Completion Rate: Mathematics					
Advanced/Dual Enrollment Course Completion Rate: Science					
Advanced/Dual Enrollment Course Completion Rate: Social Studies					
Advanced/Dual Enrollment Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Reading/ELA**  
**BAKER EL (106901101) - CANADIAN ISD**  
Campus Type: Elementary

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	23%	Q3
Grade 3 Reading Performance (Level III)	35%	Q1
Grade 4 Reading Performance (Level III)	25%	Q3
Grade 4 Writing Performance (Level III)	4%	Q4
Grade 5 Reading Performance (Level III)	32%	Q2
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA		
<b>Total Indicators for Reading/ELA</b>		<b>1 of 6</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

1 of 6 = 17%

Distinction Target: Elementary = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Mathematics**  
**BAKER EL (106901101) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Science**  
**BAKER EL (106901101) - CANADIAN ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Grade 5 Science Performance (Level III)	5%	Q4
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual Enrollment Course Completion Rate: Science		
<b>Total Indicators for Science</b>		<b>0 of 2</b>

Distinction Campus Outcome: 1 of 6 eligible indicators in the Top Quartile (Q1)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Social Studies**  
**BAKER EL (106901101) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Student Progress**  
**BAKER EL (106901101) - CANADIAN ISD**  
Campus Type: Elementary

Campus Name	District Name	Index 2 Score ‡
1 MCCOY EL (057903114)	CARROLLTON-FARMERS BRANCH ISD	64
2 COUNTRY PLACE EL (057903112)	CARROLLTON-FARMERS BRANCH ISD	60
3 IRAAN EL (186903101)	IRAAN-SHEFFIELD ISD	60
4 DEVERS EL (146903101)	DEVERS ISD	58
5 SANTO EL (182904101)	SANTO ISD	58
6 BLAND EL (116915101)	BLAND ISD	57
7 KIMBERLIN ACAD FOR EXCEL (057909111)	GARLAND ISD	57
8 WINDTHORST EL (005904101)	WINDTHORST ISD	56
9 MEADOWS EL (079907110)	FORT BEND ISD	54
10 HILLSIDE ACAD FOR EXCEL (057909125)	GARLAND ISD	53
11 ZACH WHITE EL (071902147)	EL PASO ISD	53
12 DOOLEY EL (043910119)	PLANO ISD	52
13 TIMMERMAN EL (227904103)	PFLUGERVILLE ISD	52
14 KENT EL (057903122)	CARROLLTON-FARMERS BRANCH ISD	51
15 NORMANGEE EL (145906101)	NORMANGEE ISD	51
16 DAVIS EL (043910111)	PLANO ISD	50
17 GOLDTHWAITE EL (167901101)	GOLDTHWAITE ISD	49
18 ROSEMEADE EL (057903118)	CARROLLTON-FARMERS BRANCH ISD	49
19 KELLEY EL (251901101)	DENVER CITY ISD	48
20 BECKER EL (227901104)	AUSTIN ISD	47
21 HILLCREST EL (171901103)	DUMAS ISD	47
22 POTH EL (247904101)	POTH ISD	46
23 ANDERSON-SHIRO EL (093901101)	ANDERSON-SHIRO CISD	45
24 CLEAR CREEK INT (061908101)	SANGER ISD	45
<b>BAKER EL (106901101)</b>	<b>CANADIAN ISD</b>	<b>44</b>
25 CHINA EL (100905102)	HARDIN-JEFFERSON ISD	43
26 GLEN ROSE INT (213901102)	GLEN ROSE ISD	42
27 PRAIRIE VIEW EL (061911111)	NORTHWEST ISD	42
28 RIDGETOP EL (227901133)	AUSTIN ISD	42
29 INDUSTRIAL EL EAST (120905102)	INDUSTRIAL ISD	41
30 MCCLENDON EL (043918101)	COMMUNITY ISD	41
31 PURPLE SAGE EL (246909113)	ROUND ROCK ISD	41
32 SPICEWOOD EL (027904104)	MARBLE FALLS ISD	41
33 THORNDALE EL (166905101)	THORNDALE ISD	41
34 SONORA INT (218901103)	SONORA ISD	40
35 UNIVERSITY OF TEXAS EL CHARTER SCH (227819101)	UNIVERSITY OF TEXAS ELEMENTARY CHA	40
36 WEST END EL (008901105)	BELLVILLE ISD	39
37 FROST EL (175905101)	FROST ISD	38
38 GARWOOD EL (045903103)	RICE CISD	38
39 REAGAN COUNTY EL (192901101)	REAGAN COUNTY ISD	36
40 GUNTER EL (091917101)	GUNTER ISD	34

Top 25% in Student Progress Target = Index 2 Score of 53

**NO DISTINCTION EARNED**

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**BAKER EL (106901101) - CANADIAN ISD**  
**Campus Type: Elementary**

Campus Name	District Name	Index 3 Score ‡
1 MCCOY EL (057903114)	CARROLLTON-FARMERS BRANCH ISD	67
2 BLAND EL (116915101)	BLAND ISD	61
3 COUNTRY PLACE EL (057903112)	CARROLLTON-FARMERS BRANCH ISD	61
4 ROSEMEADE EL (057903118)	CARROLLTON-FARMERS BRANCH ISD	61
5 KIMBERLIN ACAD FOR EXCEL (057909111)	GARLAND ISD	60
6 HILLSIDE ACAD FOR EXCEL (057909125)	GARLAND ISD	58
7 DEVERS EL (146903101)	DEVERS ISD	56
8 GUNTER EL (091917101)	GUNTER ISD	56
9 KENT EL (057903122)	CARROLLTON-FARMERS BRANCH ISD	55
10 DOOLEY EL (043910119)	PLANO ISD	53
11 WINDTHORST EL (005904101)	WINDTHORST ISD	51
12 GOLDTHWAITE EL (167901101)	GOLDTHWAITE ISD	49
13 MEADOWS EL (079907110)	FORT BEND ISD	49
14 DAVIS EL (043910111)	PLANO ISD	48
15 ANDERSON-SHIRO EL (093901101)	ANDERSON-SHIRO CISD	47
16 CHINA EL (100905102)	HARDIN-JEFFERSON ISD	46
17 INDUSTRIAL EL EAST (120905102)	INDUSTRIAL ISD	45
18 POTH EL (247904101)	POTH ISD	45
19 SONORA INT (218901103)	SONORA ISD	45
20 WEST END EL (008901105)	BELLVILLE ISD	45
21 GARWOOD EL (045903103)	RICE CISD	44
22 HILLCREST EL (171901103)	DUMAS ISD	44
23 SPICEWOOD EL (027904104)	MARBLE FALLS ISD	44
24 UNIVERSITY OF TEXAS EL CHARTER SCH (227819101)	UNIVERSITY OF TEXAS ELEMENTARY CHA	44
25 ZACH WHITE EL (071902147)	EL PASO ISD	44
26 KELLEY EL (251901101)	DENVER CITY ISD	43
27 CLEAR CREEK INT (061908101)	SANGER ISD	41
28 SANTO EL (182904101)	SANTO ISD	41
29 NORMANGEE EL (145906101)	NORMANGEE ISD	40
30 PRAIRIE VIEW EL (061911111)	NORTHWEST ISD	40
31 GLEN ROSE INT (213901102)	GLEN ROSE ISD	39
32 PURPLE SAGE EL (246909113)	ROUND ROCK ISD	39
33 RIDGETOP EL (227901133)	AUSTIN ISD	39
34 THORNDALE EL (166905101)	THORNDALE ISD	39
35 TIMMERMAN EL (227904103)	PFLUGERVILLE ISD	39
<b>BAKER EL (106901101)</b>	<b>CANADIAN ISD</b>	<b>38</b>
36 MCCLENDON EL (043918101)	COMMUNITY ISD	37
37 IRAAN EL (186903101)	IRAAN-SHEFFIELD ISD	36
38 BECKER EL (227901104)	AUSTIN ISD	30
39 FROST EL (175905101)	FROST ISD	26
40 REAGAN COUNTY EL (192901101)	REAGAN COUNTY ISD	24

Top 25% in Closing Performance Gaps Target = Index 3 Score of 52

**NO DISTINCTION EARNED**

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**BAKER EL (106901101) - CANADIAN ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	41%	Q2
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal RHSP/DAP Rate		
College-Ready Graduates		
Advanced/Dual Enrollment Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
<b>Total Indicators for Postsecondary Readiness</b>		<b>0 of 1</b>

Evaluation of Campus Outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Elementary = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary**  
**BAKER EL (106901101) - CANADIAN ISD**  
 Campus Type: Elementary

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	38,749.0	39,967.0	97.0	97.3	Q2
Greater Than Expected Student Growth in English Language Arts (ELA)	24	104	23	31	Q3
Greater Than Expected Student Growth in Mathematics	0	0			
Grade 3 Reading Performance (Level III)	26	75	35	35	Q1
Grade 4 Reading Performance (Level III)	17	68	25	38	Q3
Grade 4 Writing Performance (Level III)	3	67	4	16	Q4
Grade 5 Reading Performance (Level III)	19	59	32	37	Q2
Grade 5 Science Performance (Level III)	3	58	5	21	Q4
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	84	203	41	53	Q2
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA					
Advanced/Dual Enrollment Course Completion Rate: Mathematics					
Advanced/Dual Enrollment Course Completion Rate: Science					
Advanced/Dual Enrollment Course Completion Rate: Social Studies					
Advanced/Dual Enrollment Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Reading/ELA**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Mathematics**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Science**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Social Studies**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Student Progress**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
**Campus Type: Elementary**

This campus is not rated on Index 2 (Student Progress) or has no comparison group.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
**Campus Type: Elementary**

This campus is not rated on Index 3 (Closing Performance Gaps) or has no comparison group.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary**  
**CANADIAN EL (106901103) - CANADIAN ISD**  
 Campus Type: Elementary

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate					
Greater Than Expected Student Growth in English Language Arts (ELA)					
Greater Than Expected Student Growth in Mathematics					
Grade 3 Reading Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard					
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA					
Advanced/Dual Enrollment Course Completion Rate: Mathematics					
Advanced/Dual Enrollment Course Completion Rate: Science					
Advanced/Dual Enrollment Course Completion Rate: Social Studies					
Advanced/Dual Enrollment Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR
*****										
1. BE STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	*	*	*					No Data
(ii) READING	70.0	- 100	*	*	*					No Data
(iii) SCIENCE	65.0	- 100	*	*	*					No Data
(iv) SOCIAL STUDIES	65.0	- 100	*	*	*					No Data
(v) WRITING	70.0	- 100	*	*	*					No Data
2. ESL STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	52.9	27	51					2
(ii) READING	70.0	- 100	52.9	27	51					2
(iii) SCIENCE	65.0	- 100	26.7	*	*					NA
(iv) SOCIAL STUDIES	65.0	- 100	*	*	*					0
(v) WRITING	70.0	- 100	36.4	*	*					NA
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	*	*	*					NA
(ii) READING	70.0	- 100	*	*	*					NA
(iii) SCIENCE	65.0	- 100	*	*	*					0
(iv) SOCIAL STUDIES	65.0	- 100	*	*	*					No Data
(v) WRITING	70.0	- 100	*	*	*					NA
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	*	*	*					NA
(ii) READING	70.0	- 100	*	*	*					0
(iii) SCIENCE	65.0	- 100	*	*	*					NA
(iv) SOCIAL STUDIES	65.0	- 100	*	*	*					NA
(v) WRITING	70.0	- 100	*	*	*					0
5. LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	*	*	*					0
(ii) SCIENCE	60.0	- 100	*	*	*					0
(iii) SOCIAL STUDIES	60.0	- 100	*	*	*					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 37.6		44.4	8	18					Report Only
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 1.8		16.7	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	3
				5	30	*	*	*	*	
7. LEP RHSP/DAP DIPLOMA RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100		*	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	NA SA
				*	*	*	*	*	*	
8. LEP GRADUATION RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100		40.0	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	NA
				*	*	*	*	*	*	
9. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE				<u>BEGINNING</u>	<u>TESTED</u>					
	0 - 7.5		1.5	*	*					0
10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS				<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	No Data
	0 - 7.5		*	*	*	*	*	*	*	

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.

An asterisk (\*) is used to mask data in order to protect student confidentiality.

Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
CAREER AND TECHNICAL EDUCATION

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL
*****									
1. CTE STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					No Data
(ii) SCIENCE	60.0 - 100	*	*	*					0
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 71.8	*	*	*					Report Only
2. CTE LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					No Data
(ii) SCIENCE	60.0 - 100	*	*	*					No Data
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 42.2	*	*	*					Report Only
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					No Data
(ii) SCIENCE	60.0 - 100	*	*	*					No Data
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 65.3	*	*	*					Report Only
4. CTE SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					No Data
(ii) SCIENCE	60.0 - 100	*	*	*					No Data
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 31.6	*	*	*					Report Only
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 2.8	*	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			*	*	*	*	*	*	
6. CTE RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100	*	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	NA SA
			*	*	*	*	7	10	
7. CTE GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100	*	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			*	*	*	*	*	*	
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0 - 100	56.0	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	0
			14	25	9	22	8	19	
9. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0 - 100	27.8	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	1
			8	22	*	*	9	31	

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Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
NO CHILD LEFT BEHIND

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
1. TITLE I, PART A STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	81.0	337	416					0
(ii) READING	70.0 - 100	88.0	382	434					0
(iii) SCIENCE	65.0 - 100	72.2	96	133					0
(iv) SOCIAL STUDIES	65.0 - 100	83.8	57	68					0
(v) WRITING	70.0 - 100	79.9	119	149					0
2. TITLE I, PART A STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					0
(ii) SCIENCE	60.0 - 100	*	*	*					No Data
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 63.2	*	*	*					Report Only
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 1.8	1.2	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
4. TITLE I, PART A RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100	*	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	No Data
5. TITLE I, PART A GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100	*	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	No Data
6. MIGRANT STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	*	*	*					No Data
(ii) READING	70.0 - 100	*	*	*					No Data
(iii) SCIENCE	65.0 - 100	*	*	*					No Data
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*					No Data
(v) WRITING	70.0 - 100	*	*	*					No Data
7. MIGRANT STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	*	*	*					No Data
(ii) SCIENCE	60.0 - 100	*	*	*					No Data
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 51.8	*	*	*					Report Only
8. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 1.8	*	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	No Data
9. MIGRANT RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100	*	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	No Data
10. MIGRANT GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100	*	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	No Data

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators. An asterisk (\*) is used to mask data in order to protect student confidentiality.

Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015		2015	2015	2014	2014	2013	2013	2015 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
1. SPED STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	51.9	14	27					NA
(ii) READING	70.0 - 100	66.7	18	27					NA
(iii) SCIENCE	65.0 - 100	50.0	6	12					NA
(iv) SOCIAL STUDIES	65.0 - 100	50.0	*	*					NA
(v) WRITING	70.0 - 100	*	*	*					NA
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	*	*	*	*	*	*	*	0
(ii) READING	70.0 - 100	*	*	*	*	*	*	*	0
(iii) SCIENCE	65.0 - 100	*	*	*	*	*	*	*	No Data
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	No Data
3. SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	40.0	*	*					NA
(ii) SCIENCE	60.0 - 100	83.3	*	*					0
(iii) SOCIAL STUDIES	60.0 - 100	*	*	*					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 31.7	18.8	*	*					Report Only
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE			<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	
	0 - 10.0	7.7	*	*	*	*	*	*	0
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)			<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>					
	30.0 - 100	37.5	*	*					0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-11)			<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>			
	70.0 - 100	85.7	*	*	*	*			0
7. SPED REGULAR CLASS <40% RATE (AGES 6-11)			<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>			
	0 - 10.0	3.6	*	*	*	*			0
8. SPED REGULAR CLASS >=80% RATE (AGES 12-21)			<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>			
	70.0 - 100	73.3	*	*	*	*			0
9. SPED REGULAR CLASS <40% RATE (AGES 12-21)			<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>			
	0 - 10.0	3.3	*	*	*	*			0

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Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION (CONT.)

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
10. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	3.2	----- 2013-14 -----  <u>DROPOUTS</u>	----- 2013-14 -----  <u>ATTEND</u>	----- 2012-13 -----  <u>DROPOUTS</u>	----- 2012-13 -----  <u>ATTEND</u>	----- 2011-12 -----  <u>DROPOUTS</u>	----- 2011-12 -----  <u>ATTEND</u>	NA SA
11. SPED RHSP/DAP DIPLOMA RATE	20.0 - 100	*	----- 2013-14 -----  <u>RHSP/DAP</u>	----- 2013-14 -----  <u>GRADUATED</u>	----- 2012-13 -----  <u>RHSP/DAP</u>	----- 2012-13 -----  <u>GRADUATED</u>	----- 2011-12 -----  <u>RHSP/DAP</u>	----- 2011-12 -----  <u>GRADUATED</u>	0
12. SPED GRADUATION RATE	75.0 - 100	*	----- 2013-14 -----  <u>GRADUATES</u>	----- 2013-14 -----  <u>CLASS</u>	----- 2012-13 -----  <u>GRADUATES</u>	----- 2012-13 -----  <u>CLASS</u>	----- 2011-12 -----  <u>GRADUATES</u>	----- 2011-12 -----  <u>CLASS</u>	0
13. SPED REPRESENTATION	0 - 8.5	6.4	SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	0
14. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION	MIN - 1.0	(DIFF) -0.2	AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	0
SPED AFRICAN AMERICAN		*	AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	
ALL AFRICAN AMERICAN		*							
15. SPED HISPANIC REPRESENTATION	MIN - 1.0	(DIFF) 15.5	HISP <u>SPED</u>	SPED <u>STUDENTS</u>	HISP <u>SPED</u>	SPED <u>STUDENTS</u>	HISP <u>SPED</u>	SPED <u>STUDENTS</u>	3
SPED HISPANIC		62.7	42	67	32	58	33	59	
ALL HISPANIC		47.2	496	1,050	443	974	439	972	
16. SPED LEP REPRESENTATION	MIN - 1.0	(DIFF) 9.4	LEP <u>SPED</u>	SPED <u>STUDENTS</u>	LEP <u>SPED</u>	SPED <u>STUDENTS</u>	LEP <u>SPED</u>	SPED <u>STUDENTS</u>	NA SA
SPED LEP		23.9	16	67	12	58	19	59	
ALL LEP		14.5	152	1,050	143	974	141	972	

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.

MIN = Minimum and denotes values less than 0.

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Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION (CONT.)

County-District Number: 106901  
District Name: CANADIAN ISD

Region 16

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
17. SPED DISCRETIONARY DAEP PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
			SPED		SPED		SPED		
SPED DAEP PLACEMENTS	MIN - 1.0	(DIFF) 0.9	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	0
		*	*	*	*	*	*	*	
			ALL		ALL		ALL		
ALL DAEP PLACEMENTS		*	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	
			*	*	*	*	*	*	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	225.0							Report Only
*****									
18. SPED DISCRETIONARY ISS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
			SPED		SPED		SPED		
SPED ISS PLACEMENTS	MIN - 10.0	(DIFF) 1.9	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	0
		7.7	6	78	12	71	15	68	
			ALL		ALL		ALL		
ALL ISS PLACEMENTS		5.8	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	
			60	1,038	129	1,030	58	973	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	32.8							Report Only
*****									
19. SPED DISCRETIONARY OSS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
			SPED		SPED		SPED		
SPED OSS PLACEMENTS	MIN - 6.0	(DIFF) -0.2	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	0
		*	*	*	*	*	*	*	
			ALL		ALL		ALL		
ALL OSS PLACEMENTS		*	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	
			*	*	*	*	*	*	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	-13.3							0 Report Only

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.

MIN = Minimum and denotes values less than 0.

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Texas Education Agency  
 2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 PBMAS PERFORMANCE LEVEL SUMMARY  
 (NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 106901  
 District Name: CANADIAN ISD

Region 16

	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
*****												
STAAR® 3-8 PASSING RATE												
MATHEMATICS	No Data	2	NA	NA					0	No Data	NA	0
READING	No Data	2	NA	0					0	No Data	NA	0
SCIENCE	No Data	NA	0	NA					0	No Data	NA	No Data
SOCIAL STUDIES	No Data	0	No Data	NA					0	No Data	NA	No Data
WRITING	No Data	NA	NA	0					0	No Data	NA	No Data
STAAR® EOC PASSING RATE			<u>LEP</u>									
MATHEMATICS			0		No Data	No Data	No Data	No Data	0	No Data	NA	
SCIENCE			0		0	No Data	No Data	No Data	No Data	No Data	0	
SOCIAL STUDIES			NA		0	No Data	No Data	0	No Data	No Data	NA	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												0
-----												
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		0										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		No Data										
-----												
ANNUAL DROPOUT RATE		3					0		0	No Data	NA SA	
RHSP/DAP DIPLOMA RATE		NA SA					NA SA		No Data	No Data	0	
GRADUATION RATE		NA					0		No Data	No Data	0	
-----												
CTE NONTRADITIONAL COURSE COMPLETION RATE												
MALES							0					
FEMALES							1					
-----												
SPED REGULAR EARLY CHILDHOOD PPROGRAM RATE (AGES 3-5)												0
SPED REGULAR CLASS >=80% RATE												0
AGES 6-11												0
AGES 12-21												0
SPED REGULAR CLASS <40% RATE												0
AGES 6-11												0
AGES 12-21												0
-----												
SPED REPRESENTATION												
ALL												0
AFRICAN AMERICAN (NOT HISPANIC/LATINO)												0
HISPANIC												3
LEP												NA SA
-----												
SPED DISCRETIONARY PLACEMENTS												
DAEP												0
ISS												0
OSS												0