NEDERLAND
INDEPENDENT SCHOOL DISTRICT
IMAGINE · INNOVATE · INSPIRE

220 17th Street
Nederland, Texas 77627-5098
www.nederland.k12.tx.us

TEXAS ACADEMIC PERFORMANCE REPORT

2021-2022 DISTRICT REPORT

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Section I

Overview

DISTRICT NARRATIVE
2021-2022

The Nederland Independent School District encompasses approximately 25 square miles and is located in the central part of Jefferson County. District boundaries include the City of Nederland as well as parts of the cities of Port Arthur and Port Neches. The population of the district is approximately 20,000.

The district operated on an annual budget of roughly $63.3 million, of which approximately 29.5% of the revenue is generated from state funds, 53.1% from local funds, and 17.4% from federal funds. The unencumbered surplus fund balance at the close of the previous fiscal year was approximately $18.6 million, which represents 26.3% of the total budget.6

Nederland students are served in four elementary schools, two middle schools, one high school, and an alternative school. The district's instructional program is well balanced, comprehensive, and addresses all T.E.A. requirements and standards. All classrooms are connected to a district-wide network and the Internet. An on-going staff development program provides teachers with skills for implementing a technology-enhanced educational delivery system to enable students to excel in an information-driven society. All schools have well-equipped libraries and students may make use of library services before, during, and after school hours. Circulation and cataloging are automated, and a variety of online research tools are available. The instructional program is enhanced by a broad spectrum of elective courses available to students beginning in the intermediate grades. Students at the high school are able to earn college credit through dual credit/co-enrollment course offerings, advanced placement (AP) course offerings, and articulation agreements with a number of colleges and universities throughout the state. In addition, many career and technical certifications may be earned through the CTE Program.

The district provides a continuum of services appropriate for students with disabilities in the least restrictive environment. Programs include services for students with speech or language disabilities, learning disabilities, emotional problems, learning disabilities, physical disabilities, other health impairments, or multiple disabilities. Special education programs are in compliance with mandates of the Texas Education Agency and the Individuals with Disabilities Education Act (IDEA).

Other programs for special populations of students are available on each campus. These include language arts and mathematics remediation, Bilingual, English as a second language (ESL), and the Challenge Program for the gifted/talented.

The district offers an extended year accelerated instruction program for elementary school students who fall below standard expectation in reading or mathematics. Secondary school students may take make-up courses or a limited number of advanced placement courses during the summer. Swimming instruction is provided each summer through the Swim America Program.

The Nederland Independent School District will take steps to assure that the lack of English language skills will not be a barrier to admission and/or participation in all educational and vocational programs.

The Nederland Independent School District is an equal opportunity employer and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in employment matters, in its admission policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational programs, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

2020 - 2021 Actual Financial Data
Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 4,995

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$26,656,096	58.08%	$5,337	$26,656,096	49.91%	$5,337	$26,132,322,677	42.39%	$4,876
State Operating Funds	$16,441,938	35.83%	$3,292	$16,636,421	31.15%	$3,331	$24,792,291,636	40.21%	$4,626
Federal Funds	$482,603	1.05%	$97	$7,366,132	13.79%	$1,475	$8,899,057,269	14.43%	$1,661
Other Local	$2,314,443	5.04%	$463	$2,751,028	5.15%	$551	$1,829,823,955	2.97%	$341
Total Operating Revenue	$45,895,080	100.00%	$9,188	$53,409,677	100.00%	$10,693	$61,653,495,537	100.00%	$11,505
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$11,043,003	80.40%	$2,211	$8,341,065,357	80.13%	$1,557
State Assistance for Debt Service	$0	0.00%	$0	$24,877	0.18%	$5	$355,910,306	3.42%	$66
Other Receipts (excluding debt service financing)	$1,208,032	100.00%	$242	$1,458,814	10.62%	$292	$939,273,230	9.02%	$175
Total Other Revenue	$1,208,032	100.00%	$242	$13,735,913	100.00%	$2,750	$10,408,865,906	100.00%	$1,942
Subtotal: Operating and Other Revenue	$47,103,112	100.00%	$9,430	$67,145,590	100.00%	$13,443	$72,062,361,443	100.00%	$13,447
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Subtotal: Operating, Other and Recaptured Revenue	$47,103,112	100.00%	$9,430	$67,145,590	100.00%	$13,443	$75,032,970,187	100.00%	$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$11,937,813,333	82.63%	$2,228
Estimated State TRS Contributions	$1,913,967	100.00%	$383	$1,913,967	100.00%	$383	$2,509,216,302	17.37%	$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,913,967	100.00%	$383	$1,913,967	100.00%	$383	$14,447,029,635	100.00%	$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$49,017,079	100.00%	$9,813	$69,059,557	100.00%	$13,826	$86,509,391,078	100.00%	$16,143
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$40,573,896	82.89%	$8,123	$44,431,679	80.50%	$8,895	$47,346,128,779	79.55%	$8,835
Professional & Contracted Services (Object 62xx)	$4,107,296	8.39%	$822	$4,595,879	8.33%	$920	$5,485,075,586	9.22%	$1,024

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Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 4,995

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$2,413,658	4.93%	$483	$4,096,012	7.42%	$820	$5,314,672,096	8.93%	$992
Other Operating Expenditures (Object 64xx)	$1,853,022	3.79%	$371	$2,073,544	3.76%	$415	$1,370,305,583	2.30%	$256
Total Operating Expenditures by Object	$48,947,872	100.00%	$9,799	$55,197,114	100.00%	$11,050	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Debt Services(Object 65xx)	$252,067	16.81%	$50	$10,879,652	44.83%	$2,178	$9,364,911,548	47.35%	$1,748
Capital Outlay(Object 66xx)	$1,247,199	83.19%	$250	$13,390,338	55.17%	$2,681	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Object	$1,499,266	100.00%	$300	$24,269,990	100.00%	$4,859	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	$50,447,138	100.00%	$10,100	$79,467,104	100.00%	$15,909	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$28,278,399	57.77%	$5,661	$31,237,061	56.59%	$6,254	$34,074,074,457	57.25%	$6,358
Instructional Resources & Media Services (Function 12)	$672,171	1.37%	$135	$672,171	1.22%	$135	$620,903,003	1.04%	$116
Curriculum & Staff Development (Function 13)	$475,602	0.97%	$95	$674,824	1.22%	$135	$1,355,190,192	2.28%	$253
Instructional Leadership (Function 21)	$792,059	1.62%	$159	$810,801	1.47%	$162	$994,704,027	1.67%	$186
School Leadership (Function 23)	$2,559,768	5.23%	$512	$2,559,768	4.64%	$512	$3,502,296,166	5.88%	$654
Guidance Counseling Services (Function 31)	$2,448,720	5.00%	$490	$2,654,464	4.81%	$531	$2,332,550,758	3.92%	$435
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$188,765,383	0.32%	$35
Health Services (Function 33)	$558,567	1.14%	$112	$558,901	1.01%	$112	$709,855,162	1.19%	$132
Transportation (Function 34)	$812,310	1.66%	$163	$812,310	1.47%	$163	$1,599,751,820	2.69%	$299
Food Services (Function 35)	$0	0.00%	$0	$2,437,189	4.42%	$488	$2,564,517,174	4.31%	$479
Extracurricular (Function 36)	$1,941,378	3.97%	$389	$2,161,821	3.92%	$433	$1,572,719,628	2.64%	$293
General Administration (Function 41,92)	$1,264,665	2.58%	$253	$1,264,665	2.29%	$253	$1,934,297,273	3.25%	$361
Facilities Maintenance & Operations (Function 51)	$7,363,881	15.04%	$1,474	$7,572,787	13.72%	$1,516	$5,884,055,590	9.89%	$1,098
Security & Monitoring Services (Function 52)	$385,422	0.79%	$77	$385,422	0.70%	$77	$638,286,567	1.07%	$119
Data Processing Services (Function 53)	$1,187,663	2.43%	$238	$1,187,663	2.15%	$238	$1,219,335,870	2.05%	$228
Community Services (Function 61)	$207,267	0.42%	$41	$207,267	0.38%	$41	$307,113,473	0.52%	$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$17,765,501	0.03%	$3
Total Operating Expenditures by Function	$48,947,872	100.00%	$9,799	$55,197,114	100.00%	$11,050	$59,516,182,044	100.00%	$11,106

2020 - 2021 Actual Financial Data
Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 4,995

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	$252,067	16.81%	$50	$10,879,652	44.83%	$2,178	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,247,199	83.19%	$250	$13,390,338	55.17%	$2,681	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Function	$1,499,266	100.00%	$300	$24,269,990	100.00%	$4,859	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	$50,447,138	100.00%	$10,100	$79,467,104	100.00%	$15,909	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$25,101,141	51.28%	$5,025	$25,966,617	47.04%	$5,199	$25,274,728,911	42.47%	$4,716
Gifted and Talented (PIC 21)	$217,923	0.45%	$44	$217,923	0.39%	$44	$407,913,365	0.69%	$76
Career and Technical (PIC 22)	$1,814,925	3.71%	$363	$1,884,269	3.41%	$377	$1,964,869,701	3.30%	$367
Students with Disabilities (PICs 23,33)	$5,815,560	11.88%	$1,164	$7,092,879	12.85%	$1,420	$7,563,730,764	12.71%	$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	$2,039,814	4.17%	$408	$3,165,090	5.73%	$634	$5,468,145,158	9.19%	$1,020
Bilingual (PICs 25,35)	$129,000	0.26%	$26	$173,955	0.32%	$35	$702,535,245	1.18%	$131
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$91,476,602	0.15%	$17
PreKindergarten (PIC 32)	$980	0.00%	$0	$980	0.00%	$0	$561,611,446	0.94%	$105
Early Education Allotment (PIC 36)	$559,503	1.14%	$112	$559,503	1.01%	$112	$1,125,006,152	1.89%	$210
Dyslexia or Related Disorder Services (PIC 37)	$85,814	0.18%	$17	$85,814	0.16%	$17	$299,949,455	0.50%	$56
College, Career, and Military Readiness (CCMR) (PIC 38)	$151,421	0.31%	$30	$151,421	0.27%	$30	$311,574,001	0.52%	$58
Athletics/Related Activities (PIC 91)	$1,618,324	3.31%	$324	$1,622,990	2.94%	$325	$1,119,281,429	1.88%	$209
Un-Allocated (PIC 99)	$11,413,467	23.32%	$2,285	$14,275,673	25.86%	$2,858	$14,625,359,815	24.57%	$2,729
Total Operating Expenditures by Program Intent Code (PIC)	$48,947,872	100.00%	$9,799	$55,197,114	100.00%	$11,050	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$252,067	16.81%	$50	$10,879,652	44.83%	$2,178	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,247,199	83.19%	$250	$13,390,338	55.17%	$2,681	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,499,266	100.00%	$300	$24,269,990	100.00%	$4,859	$19,778,323,488	100.00%	$3,691

2020 - 2021 Actual Financial Data
Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 4,995

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$50,447,138	100.00%	$10,100	$79,467,104	100.00%	$15,909	$79,294,505,532	100.00%	$14,797
Disbursements **Total Disbursements**									
Operating Expenditures	$48,947,872	96.43%	$9,799	$55,197,114	68.45%	$11,050	$59,516,182,044	70.68%	$11,106
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	3.53%	$554
Total Other Uses	$0	0.00%	$0	$862,833	1.07%	$173	$1,287,501,819	1.53%	$240
Intergovernmental Charge	$310,744	0.61%	$62	$310,744	0.39%	$62	$653,080,535	0.78%	$122
Debt Service (Object 6500)	$252,067	0.50%	$50	$10,879,652	13.49%	$2,178	$9,364,911,548	11.12%	$1,748
Capital Projects (Object 6600)	$1,247,199	2.46%	$250	$13,390,338	16.60%	$2,681	$10,372,278,176	12.32%	$1,936
Total Disbursements	$50,757,882	100.00%	$10,162	$80,640,681	100.00%	$16,144	$84,205,696,630	100.00%	$15,713
Tax Rates **2020 - 2021 (current tax year) Tax Rates**									
Maintenance & Operations				0.9152			0.9843		
Interest & Sinking				0.3600			0.2235		
Total Tax Rate				1.2752			1.2078		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$114,534		$23	$117,884		$24	$342,667,048		$69
Restricted Fund Balance	$0		$0	$62,555,284		$12,524	$20,204,526,878		$4,047
Committed Fund Balance	$0		$0	$0		$0	$4,009,536,094		$803
Assigned Fund Balance	$0		$0	$0		$0	$3,530,241,520		$707
Unassigned Fund Balance	$16,289,265		$3,261	$16,289,265		$3,261	$16,344,075,825		$3,273
Total Fund Balance**	$16,403,799		$3,284	$78,962,433		$15,808	$44,431,047,365		$8,899
Fund Balance Reconciliation									
2019-2020 Total Fund Balance (Previous Year)	$18,144,586		$3,492	$91,728,346		$17,654	$42,166,833,966		$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	$-2,948,818		$-590	$-13,361,894		$-2,675	$-8,057,529,155		$-1,614

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	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2020-2021 Excess (Deficiency) Non-Operating Expenditures	$1,208,032		$242	$595,981		$119	$10,242,175,517		$2,051
2020-2021 Uncommon Items	$-1		$0	$0		$0	$79,567,037		$16
2020-2021 Total Fund Balance	$16,403,799		$3,284	$78,962,433		$15,808	$44,431,047,365		$8,899

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

FFY 2022 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

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

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html.

STAAR Performance (2021–22)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

2021–22 Texas Academic Performance Report (TAPR) Glossary

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c),

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual(EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2021–22)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2021–22)

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

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

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total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year

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total number of K–12 students enrolled for at least 10 days during the 2020–21 school year

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

number of dropouts in grades 7 and 8 during the 2020–21 school year

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number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year

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

number of dropouts in grades 9–12 during the 2020–21 school year

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number of students in grades 9–12 in attendance at any time during the 2020–21 school year

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2022 Accountability Manual* *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

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

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4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2021 cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2021 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the2020 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\textbf{number of students in the 2019 cohort*}}$$

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

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

Additional Information about Federal Graduation Rates

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

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(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2021 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2020 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2019 cohort**}}$$

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21 (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2021 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2021 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2020–21 who earn an FHSP-E}}{\textbf{number of graduates in SY 2020–21 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2020–21who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2020–21with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2020–21 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2021–22)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21are also shown:

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

(Data source: PEIMS 40203)

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Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual", "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of students in the 2020–21 school year considered as at risk}}{\textbf{total number of students}}$$

College, Career, or Military* Readiness (CCMR) (2021–22)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

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College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

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Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\textbf{number of 2020-21 annual graduates}}$$

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Any Subject.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2020-21 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2020-21 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. *(Data source: PEIMS 40100)*

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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number of 2020-21 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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number of 2020-21 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2020-21 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 48011)*

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$$\frac{\text{number of 2020-21 annual graduates who earned an approved industry-based certification}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2020-21 annual graduates who earned a level I or level II certificate}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2020-21 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2020-21 annual graduates}}$$

CCMR-related Indicators (2021–22)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2020-21 annual graduates}}$$

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Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

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

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

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

$$\frac{\text{number of 2020-21 graduates who took either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\textbf{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\textbf{number of 2020-21 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\textbf{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\textbf{number of 2020-21 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\textbf{number of 2020-21 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\textbf{number of 2020-21 graduates who took the ACT}}$$

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\textbf{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2020-21}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2020-21}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2020-21}}$$

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

$$\frac{\text{number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2020-21 annual graduates}}$$

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

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

$$\frac{\text{number of graduates during the 2019-20 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2019-20 school year}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Data source: THECB)*

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2021–22)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

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

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

(Data source: PEIMS 40100 and TEA Student Assessment Division)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

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

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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

$$\frac{\textbf{number of students in the 2021–22 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2020–21}}{\textbf{number of students who were in membership at any time during the 2020–21 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2020 – number of students who returned in fall 2021}}{\textbf{number of students enrolled in fall 2020}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2020–21, available from TEA. *(Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2020–21 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2021–22)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs*. (Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN

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12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH

03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU

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03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN

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03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant

2021–22 Texas Academic Performance Report (TAPR) Glossary

065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Section II

District/Campus Performance and Profile Data

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

District Number: 123905

2022 Accountability Rating: A

Distinction Designations:

Postsecondary Readiness

2022 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	71%	**88%**	80%	86%	90%	*	96%	-	100%	69%	100%	90%	80%	87%	82%
	2021	67%	64%	**83%**	78%	80%	86%	-	94%	-	50%	56%	80%	87%	67%	79%	73%
At Meets Grade Level or Above	2022	51%	44%	**65%**	44%	61%	70%	*	63%	-	88%	37%	86%	68%	52%	57%	53%
	2021	39%	35%	**53%**	37%	46%	59%	-	61%	-	25%	30%	40%	57%	33%	44%	44%
At Masters Grade Level	2022	30%	24%	**37%**	12%	31%	44%	*	46%	-	50%	20%	36%	41%	23%	26%	18%
	2021	19%	16%	**28%**	15%	22%	32%	-	39%	-	25%	7%	0%	30%	20%	19%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	64%	**83%**	56%	81%	86%	*	88%	-	88%	59%	93%	84%	79%	81%	77%
	2021	62%	60%	**80%**	59%	82%	82%	-	85%	-	63%	51%	100%	83%	66%	73%	73%
At Meets Grade Level or Above	2022	43%	35%	**53%**	24%	47%	58%	*	71%	-	63%	26%	86%	57%	36%	45%	49%
	2021	31%	29%	**46%**	33%	36%	51%	-	64%	-	25%	14%	80%	51%	25%	38%	38%
At Masters Grade Level	2022	21%	15%	**27%**	8%	23%	29%	*	50%	-	38%	11%	43%	29%	20%	20%	26%
	2021	14%	12%	**24%**	19%	17%	25%	-	45%	-	13%	5%	20%	27%	10%	17%	27%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	73%	**90%**	83%	87%	93%	*	89%	-	90%	67%	92%	91%	86%	85%	81%
	2021	63%	57%	**79%**	68%	73%	84%	*	71%	-	86%	46%	*	81%	75%	70%	65%
At Meets Grade Level or Above	2022	54%	47%	**73%**	60%	70%	75%	*	79%	-	80%	47%	58%	76%	64%	66%	58%
	2021	36%	32%	**52%**	25%	44%	59%	*	52%	-	71%	21%	*	56%	41%	35%	41%
At Masters Grade Level	2022	28%	22%	**36%**	30%	27%	40%	*	50%	-	20%	10%	8%	37%	35%	26%	38%
	2021	17%	14%	**23%**	7%	17%	27%	*	24%	-	43%	6%	*	26%	12%	12%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	64%	**94%**	87%	89%	98%	*	95%	-	90%	76%	100%	95%	91%	91%	79%
	2021	59%	53%	**76%**	50%	72%	81%	*	86%	-	71%	44%	*	78%	70%	64%	59%
At Meets Grade Level or Above	2022	43%	36%	**72%**	70%	61%	80%	*	74%	-	60%	49%	83%	73%	69%	66%	52%
	2021	36%	30%	**53%**	18%	52%	59%	*	52%	-	43%	25%	*	55%	45%	38%	39%
At Masters Grade Level	2022	23%	18%	**44%**	37%	25%	51%	*	66%	-	50%	16%	33%	47%	35%	36%	27%
	2021	21%	16%	**35%**	4%	30%	41%	*	52%	-	29%	12%	*	39%	24%	19%	20%
Grade 5 Reading																	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	75%	**85%**	78%	83%	86%	*	82%	-	100%	41%	100%	87%	79%	73%	83%
	2021	73%	67%	**82%**	65%	80%	86%	*	92%	*	68%	45%	*	84%	76%	73%	80%
At Meets Grade Level or Above	2022	58%	50%	**59%**	41%	59%	62%	*	64%	-	45%	20%	75%	61%	54%	46%	60%
	2021	46%	39%	**54%**	26%	55%	60%	*	68%	*	26%	21%	*	56%	48%	40%	47%
At Masters Grade Level	2022	36%	28%	**37%**	25%	35%	40%	*	32%	-	36%	5%	38%	38%	35%	23%	33%
	2021	30%	23%	**41%**	21%	43%	43%	*	56%	*	26%	12%	*	41%	38%	28%	33%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**82%**	66%	81%	84%	*	95%	-	82%	39%	88%	84%	76%	68%	81%
	2021	70%	64%	**82%**	59%	80%	87%	*	92%	*	63%	52%	100%	83%	81%	72%	82%
At Meets Grade Level or Above	2022	48%	38%	**54%**	34%	55%	56%	*	82%	-	36%	21%	88%	56%	51%	36%	52%
	2021	44%	36%	**55%**	26%	57%	61%	*	68%	*	32%	21%	60%	60%	41%	42%	55%
At Masters Grade Level	2022	25%	16%	**26%**	6%	29%	27%	*	32%	-	27%	4%	50%	28%	21%	14%	19%
	2021	25%	18%	**34%**	18%	37%	36%	*	56%	*	11%	7%	60%	37%	24%	26%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	59%	**76%**	53%	70%	81%	*	86%	-	73%	35%	88%	78%	69%	59%	67%
	2021	62%	56%	**72%**	48%	73%	77%	*	80%	*	58%	43%	100%	73%	69%	59%	72%
At Meets Grade Level or Above	2022	38%	31%	**43%**	13%	39%	49%	*	59%	-	27%	15%	25%	45%	39%	25%	37%
	2021	31%	26%	**42%**	21%	47%	44%	*	60%	*	16%	19%	40%	44%	35%	32%	42%
At Masters Grade Level	2022	18%	13%	**19%**	6%	13%	24%	*	23%	-	27%	0%	0%	21%	14%	7%	8%
	2021	13%	10%	**20%**	12%	22%	19%	*	40%	*	11%	5%	20%	21%	18%	13%	22%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	65%	**81%**	56%	85%	85%	*	88%	*	65%	45%	100%	83%	75%	73%	75%
	2021	62%	57%	**74%**	57%	67%	77%	*	79%	*	86%	41%	67%	78%	58%	67%	65%
At Meets Grade Level or Above	2022	43%	37%	**54%**	32%	60%	54%	*	77%	*	45%	14%	78%	55%	51%	45%	46%
	2021	32%	27%	**41%**	0%	30%	48%	*	58%	*	29%	22%	50%	44%	27%	29%	24%
At Masters Grade Level	2022	23%	17%	**31%**	15%	37%	31%	*	46%	*	25%	4%	44%	33%	25%	20%	29%
	2021	15%	11%	**21%**	0%	11%	27%	*	26%	*	14%	3%	17%	23%	14%	13%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	67%	**85%**	74%	86%	89%	*	96%	*	55%	47%	100%	88%	77%	78%	79%
	2021	68%	64%	**84%**	57%	78%	88%	*	95%	*	88%	55%	83%	88%	69%	76%	76%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	31%	**53%**	29%	61%	52%	*	85%	*	30%	12%	56%	57%	39%	42%	60%
	2021	36%	30%	**56%**	14%	51%	62%	*	68%	*	25%	27%	67%	62%	33%	42%	45%
At Masters Grade Level	2022	16%	11%	**27%**	9%	26%	31%	*	46%	*	5%	6%	22%	30%	18%	18%	27%
	2021	15%	11%	**24%**	0%	12%	31%	*	37%	*	0%	9%	33%	27%	14%	13%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	**88%**	72%	90%	89%	*	91%	*	88%	47%	100%	91%	77%	83%	88%
	2021	69%	65%	**82%**	69%	81%	84%	-	90%	-	71%	32%	100%	85%	71%	74%	75%
At Meets Grade Level or Above	2022	56%	50%	**69%**	38%	68%	72%	*	74%	*	88%	28%	67%	75%	50%	58%	57%
	2021	45%	40%	**52%**	28%	49%	56%	-	62%	-	57%	25%	43%	54%	43%	43%	38%
At Masters Grade Level	2022	37%	31%	**48%**	22%	38%	56%	*	57%	*	75%	22%	44%	56%	27%	34%	24%
	2021	25%	21%	**31%**	16%	31%	31%	-	43%	-	57%	11%	29%	32%	27%	26%	23%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	**80%**	44%	80%	83%	*	96%	*	88%	44%	100%	86%	61%	71%	71%
	2021	55%	51%	**75%**	47%	72%	79%	-	100%	-	57%	30%	100%	79%	58%	68%	70%
At Meets Grade Level or Above	2022	31%	26%	**51%**	19%	41%	58%	*	78%	*	38%	16%	67%	57%	32%	37%	38%
	2021	27%	22%	**42%**	19%	41%	44%	-	65%	-	29%	19%	43%	46%	25%	35%	26%
At Masters Grade Level	2022	13%	9%	**23%**	3%	13%	28%	*	43%	*	25%	3%	0%	28%	10%	12%	5%
	2021	12%	8%	**18%**	9%	15%	19%	-	40%	-	14%	0%	0%	19%	14%	14%	14%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	79%	**87%**	71%	87%	89%	-	92%	-	86%	35%	100%	90%	76%	82%	80%
	2021	73%	69%	**82%**	70%	82%	84%	100%	82%	-	80%	38%	*	84%	76%	74%	69%
At Meets Grade Level or Above	2022	58%	51%	**67%**	53%	65%	69%	-	80%	-	71%	24%	83%	71%	53%	57%	50%
	2021	46%	41%	**53%**	25%	52%	59%	80%	59%	-	40%	15%	*	55%	46%	44%	36%
At Masters Grade Level	2022	37%	31%	**46%**	32%	46%	45%	-	72%	-	71%	12%	50%	48%	39%	39%	32%
	2021	21%	17%	**27%**	18%	24%	30%	80%	18%	-	20%	9%	*	27%	28%	19%	17%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	64%	**78%**	58%	84%	79%	-	94%	-	67%	27%	100%	81%	71%	73%	73%
	2021	62%	60%	**74%**	51%	74%	79%	*	71%	-	100%	28%	*	76%	68%	66%	70%
At Meets Grade Level or Above	2022	40%	31%	**49%**	32%	48%	52%	-	63%	-	50%	6%	80%	53%	33%	40%	32%
	2021	36%	34%	**48%**	21%	45%	58%	*	43%	-	20%	17%	*	50%	41%	34%	42%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	8%	**15%**	11%	14%	14%	-	38%	-	0%	0%	20%	17%	6%	11%	7%
	2021	11%	8%	**8%**	8%	6%	9%	*	14%	-	0%	3%	*	8%	6%	4%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	67%	**85%**	71%	86%	86%	-	96%	-	86%	32%	100%	88%	75%	78%	73%
	2021	68%	64%	**85%**	68%	83%	88%	100%	94%	-	100%	42%	*	85%	84%	78%	72%
At Meets Grade Level or Above	2022	45%	35%	**58%**	37%	55%	60%	-	84%	-	71%	18%	50%	62%	44%	46%	41%
	2021	43%	38%	**60%**	41%	52%	67%	80%	71%	-	40%	16%	*	60%	58%	48%	41%
At Masters Grade Level	2022	24%	14%	**26%**	5%	28%	25%	-	60%	-	14%	3%	17%	28%	18%	21%	25%
	2021	24%	19%	**38%**	17%	29%	45%	80%	59%	-	40%	8%	*	41%	30%	25%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	51%	**69%**	55%	66%	71%	-	92%	-	57%	30%	100%	73%	53%	58%	55%
	2021	57%	52%	**74%**	51%	69%	78%	80%	88%	-	100%	29%	*	74%	70%	65%	59%
At Meets Grade Level or Above	2022	31%	22%	**34%**	18%	33%	35%	-	56%	-	29%	9%	33%	37%	23%	27%	23%
	2021	28%	23%	**42%**	24%	43%	42%	80%	59%	-	40%	16%	*	42%	40%	35%	31%
At Masters Grade Level	2022	18%	12%	**17%**	5%	19%	18%	-	24%	-	14%	3%	17%	20%	8%	12%	7%
	2021	14%	10%	**17%**	5%	16%	18%	80%	29%	-	0%	5%	*	18%	14%	13%	23%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	59%	**73%**	54%	72%	76%	100%	79%	-	100%	29%	*	76%	64%	65%	41%
	2021	67%	62%	**76%**	69%	71%	80%	*	77%	-	50%	29%	80%	78%	66%	69%	42%
At Meets Grade Level or Above	2022	47%	40%	**58%**	38%	55%	61%	80%	71%	-	88%	21%	*	60%	51%	50%	30%
	2021	50%	44%	**62%**	53%	53%	67%	*	73%	-	33%	18%	80%	64%	54%	54%	30%
At Masters Grade Level	2022	11%	7%	**17%**	10%	15%	17%	40%	33%	-	13%	4%	*	18%	13%	10%	2%
	2021	12%	8%	**15%**	6%	10%	17%	*	27%	-	0%	0%	0%	17%	5%	9%	3%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	**83%**	88%	78%	85%	*	86%	*	*	38%	*	84%	77%	82%	38%
	2021	71%	66%	**81%**	60%	82%	82%	*	96%	*	*	41%	*	83%	74%	77%	58%
At Meets Grade Level or Above	2022	55%	49%	**69%**	53%	64%	74%	*	83%	*	*	25%	*	71%	59%	65%	19%
	2021	57%	51%	**73%**	50%	75%	71%	*	92%	*	*	38%	*	76%	60%	66%	50%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	5%	**16%**	9%	11%	20%	*	17%	*	*	4%	*	18%	7%	12%	0%
	2021	11%	8%	**18%**	25%	12%	18%	*	31%	*	*	3%	*	19%	14%	12%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	68%	**85%**	93%	80%	87%	*	89%	-	88%	39%	*	86%	85%	82%	68%
	2021	73%	69%	**85%**	87%	80%	87%	*	100%	-	60%	58%	*	86%	81%	79%	68%
At Meets Grade Level or Above	2022	43%	35%	**59%**	50%	58%	59%	*	83%	-	75%	24%	*	63%	42%	51%	37%
	2021	41%	36%	**54%**	48%	48%	57%	*	68%	-	0%	26%	*	57%	40%	45%	38%
At Masters Grade Level	2022	27%	20%	**35%**	25%	31%	35%	*	61%	-	75%	6%	*	37%	24%	28%	13%
	2021	23%	17%	**29%**	23%	23%	30%	*	48%	-	0%	5%	*	31%	19%	23%	22%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	79%	**92%**	96%	91%	92%	83%	90%	-	90%	68%	*	93%	86%	89%	77%
	2021	82%	75%	**85%**	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
At Meets Grade Level or Above	2022	55%	46%	**74%**	70%	65%	79%	83%	85%	-	90%	32%	*	78%	61%	69%	41%
	2021	55%	44%	**65%**	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
At Masters Grade Level	2022	21%	13%	**33%**	17%	27%	37%	67%	45%	-	40%	9%	*	35%	25%	24%	8%
	2021	22%	13%	**36%**	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	81%	**94%**	71%	92%	99%	*	100%	*	*	81%	*	96%	88%	95%	68%
	2021	88%	82%	**94%**	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
At Meets Grade Level or Above	2022	68%	56%	**79%**	50%	81%	85%	*	92%	*	*	55%	*	81%	73%	78%	60%
	2021	69%	60%	**80%**	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
At Masters Grade Level	2022	42%	30%	**50%**	25%	45%	56%	*	69%	*	*	10%	*	49%	52%	49%	24%
	2021	43%	34%	**55%**	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	90%	**100%**	*	100%	100%	*	100%	-	-	*	-	100%	*	100%	-
	2021	95%	92%	**98%**	*	83%	100%	-	100%	-	*	-	-	98%	*	100%	*
At Meets Grade Level or Above	2022	64%	57%	**90%**	*	82%	94%	*	85%	-	-	*	-	91%	*	88%	-
	2021	69%	56%	**81%**	*	67%	81%	-	100%	-	*	-	-	84%	*	90%	*

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	4%	**18%**	*	0%	19%	*	38%	-	-	*	-	19%	*	19%	-
	2021	14%	5%	**10%**	*	33%	3%	-	25%	-	*	-	-	11%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	68%	**84%**	70%	83%	86%	83%	91%	67%	81%	48%	96%	86%	76%	78%	73%
	2021	67%	63%	**80%**	63%	78%	83%	92%	88%	67%	70%	43%	89%	82%	72%	72%	69%
At Meets Grade Level or Above	2022	48%	40%	**60%**	41%	57%	63%	66%	76%	44%	57%	25%	68%	63%	48%	50%	45%
	2021	41%	35%	**53%**	30%	49%	58%	73%	65%	22%	36%	22%	56%	56%	41%	43%	38%
At Masters Grade Level	2022	23%	17%	**30%**	15%	27%	33%	26%	46%	0%	31%	8%	28%	32%	22%	22%	19%
	2021	18%	14%	**26%**	12%	22%	29%	49%	41%	11%	18%	6%	19%	28%	19%	18%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	70%	**84%**	71%	83%	86%	85%	88%	*	87%	47%	97%	86%	76%	79%	73%
	2021	68%	63%	**80%**	68%	77%	83%	100%	86%	*	68%	41%	82%	82%	71%	73%	68%
At Meets Grade Level or Above	2022	53%	46%	**64%**	44%	62%	67%	69%	74%	*	67%	27%	74%	67%	54%	55%	48%
	2021	45%	39%	**55%**	31%	51%	60%	82%	66%	*	38%	24%	55%	58%	44%	45%	39%
At Masters Grade Level	2022	25%	20%	**33%**	19%	30%	36%	23%	44%	*	36%	10%	32%	35%	26%	24%	23%
	2021	18%	14%	**26%**	14%	21%	29%	45%	34%	*	29%	6%	18%	27%	20%	18%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	65%	**84%**	69%	83%	87%	83%	94%	*	76%	49%	97%	86%	77%	78%	76%
	2021	66%	61%	**80%**	59%	77%	84%	89%	92%	*	70%	46%	94%	82%	71%	72%	71%
At Meets Grade Level or Above	2022	42%	34%	**57%**	38%	53%	60%	50%	77%	*	46%	23%	76%	61%	43%	46%	47%
	2021	37%	32%	**51%**	26%	47%	57%	56%	65%	*	27%	21%	68%	55%	36%	40%	41%
At Masters Grade Level	2022	20%	14%	**28%**	14%	23%	31%	17%	49%	*	28%	7%	31%	31%	19%	20%	19%
	2021	18%	13%	**25%**	12%	21%	28%	33%	44%	*	10%	6%	23%	27%	17%	17%	20%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	69%	**85%**	76%	83%	87%	86%	91%	-	82%	46%	93%	87%	77%	76%	72%
	2021	71%	66%	**81%**	66%	80%	84%	86%	89%	*	69%	43%	100%	82%	78%	72%	71%
At Meets Grade Level or Above	2022	47%	38%	**59%**	43%	53%	63%	86%	76%	-	61%	22%	40%	62%	48%	48%	39%
	2021	44%	36%	**56%**	38%	52%	61%	71%	66%	*	31%	22%	60%	58%	50%	45%	38%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	13%	**26%**	10%	23%	29%	57%	43%	-	29%	4%	13%	29%	19%	18%	13%
	2021	20%	14%	**31%**	14%	28%	34%	57%	50%	*	14%	6%	30%	33%	24%	21%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	67%	**81%**	61%	78%	83%	*	96%	*	70%	55%	89%	84%	67%	73%	59%
	2021	73%	67%	**83%**	63%	78%	87%	89%	94%	-	100%	48%	80%	84%	78%	78%	62%
At Meets Grade Level or Above	2022	50%	39%	**55%**	31%	56%	57%	*	75%	*	40%	31%	22%	57%	44%	49%	36%
	2021	49%	41%	**60%**	37%	57%	62%	89%	82%	-	70%	25%	60%	63%	47%	54%	38%
At Masters Grade Level	2022	30%	21%	**32%**	13%	31%	35%	*	47%	*	30%	6%	11%	34%	26%	27%	13%
	2021	29%	22%	**36%**	9%	33%	38%	67%	63%	-	20%	8%	20%	37%	26%	30%	21%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	28%	**45%**	16%	37%	53%	*	54%	-	63%	20%	71%	50%	27%	36%	37%
	2021	24%	22%	**40%**	30%	30%	46%	-	48%	-	13%	12%	40%	44%	20%	32%	32%
Reading and Mathematics Including EOC	2022	36%	28%	**45%**	16%	37%	53%	*	54%	-	63%	20%	71%	50%	27%	36%	37%
	2021	24%	22%	**40%**	30%	30%	46%	-	48%	-	13%	12%	40%	44%	20%	32%	32%
Reading Including EOC	2022	51%	44%	**65%**	44%	61%	70%	*	63%	-	88%	37%	86%	68%	52%	57%	53%
	2021	38%	35%	**53%**	37%	46%	59%	-	61%	-	25%	30%	40%	57%	33%	44%	45%
Math Including EOC	2022	43%	35%	**53%**	24%	47%	58%	*	71%	-	63%	26%	86%	57%	36%	45%	49%
	2021	31%	29%	**46%**	33%	36%	51%	-	64%	-	25%	14%	80%	51%	25%	38%	38%
4th Graders																	
Reading and Mathematics	2022	36%	29%	**60%**	50%	49%	66%	*	63%	-	60%	29%	58%	62%	53%	51%	44%
	2021	26%	22%	**41%**	11%	34%	48%	*	43%	-	43%	12%	*	45%	27%	23%	23%
Reading and Mathematics Including EOC	2022	36%	29%	**60%**	50%	49%	66%	*	63%	-	60%	29%	58%	62%	53%	51%	44%
	2021	26%	22%	**41%**	11%	34%	48%	*	43%	-	43%	12%	*	45%	27%	23%	23%
Reading Including EOC	2022	54%	47%	**73%**	60%	70%	75%	*	79%	-	80%	47%	58%	76%	64%	66%	58%
	2021	36%	32%	**52%**	25%	44%	59%	*	52%	-	71%	21%	*	56%	40%	34%	40%
Math Including EOC	2022	43%	36%	**72%**	70%	61%	80%	*	74%	-	60%	49%	83%	73%	69%	66%	52%
	2021	36%	30%	**53%**	18%	51%	59%	*	52%	-	43%	25%	*	55%	45%	37%	38%
5th Graders																	
Reading and Mathematics	2022	41%	31%	**45%**	28%	43%	48%	*	59%	-	36%	13%	75%	46%	42%	27%	40%
	2021	34%	27%	**45%**	24%	46%	49%	*	56%	*	26%	16%	*	48%	35%	30%	39%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	31%	**45%**	28%	43%	48%	*	59%	-	36%	13%	75%	46%	42%	27%	40%
	2021	34%	27%	**45%**	24%	46%	49%	*	56%	*	26%	16%	*	48%	35%	30%	39%
Reading Including EOC	2022	58%	50%	**59%**	41%	59%	62%	*	64%	-	45%	20%	75%	61%	54%	46%	60%
	2021	46%	39%	**54%**	26%	55%	60%	*	68%	*	26%	21%	*	56%	48%	40%	47%
Math Including EOC	2022	48%	38%	**54%**	34%	55%	56%	*	82%	-	36%	21%	88%	56%	51%	36%	52%
	2021	44%	36%	**55%**	26%	57%	61%	*	68%	*	32%	21%	60%	60%	41%	42%	55%
6th Graders																	
Reading and Mathematics	2022	31%	24%	**40%**	26%	48%	38%	*	77%	*	15%	6%	44%	43%	31%	32%	42%
	2021	24%	20%	**36%**	0%	26%	42%	*	53%	*	14%	9%	50%	40%	20%	24%	20%
Reading and Mathematics Including EOC	2022	31%	24%	**40%**	26%	48%	38%	*	77%	*	15%	6%	44%	43%	31%	32%	42%
	2021	24%	20%	**36%**	0%	26%	42%	*	53%	*	14%	9%	50%	40%	20%	24%	20%
Reading Including EOC	2022	43%	37%	**54%**	32%	60%	54%	*	77%	*	45%	14%	78%	55%	51%	45%	46%
	2021	32%	27%	**41%**	0%	30%	48%	*	58%	*	29%	22%	50%	44%	27%	29%	24%
Math Including EOC	2022	40%	32%	**53%**	29%	61%	52%	*	85%	*	30%	12%	56%	57%	39%	42%	60%
	2021	36%	31%	**56%**	14%	51%	62%	*	68%	*	25%	27%	67%	62%	33%	42%	45%
7th Graders																	
Reading and Mathematics	2022	32%	25%	**46%**	16%	36%	53%	*	74%	*	38%	9%	44%	52%	29%	33%	29%
	2021	26%	21%	**34%**	13%	33%	36%	-	55%	-	29%	15%	29%	37%	21%	28%	20%
Reading and Mathematics Including EOC	2022	33%	25%	**46%**	16%	36%	53%	*	74%	*	38%	9%	44%	52%	29%	33%	29%
	2021	27%	22%	**34%**	13%	33%	36%	-	55%	-	29%	15%	29%	37%	21%	28%	20%
Reading Including EOC	2022	56%	50%	**69%**	38%	68%	72%	*	74%	*	88%	28%	67%	75%	50%	58%	57%
	2021	45%	40%	**52%**	28%	49%	56%	-	62%	-	57%	25%	43%	54%	43%	43%	38%
Math Including EOC	2022	37%	29%	**51%**	19%	41%	58%	*	78%	*	38%	16%	67%	57%	32%	37%	38%
	2021	32%	26%	**42%**	19%	41%	44%	-	65%	-	29%	19%	43%	46%	25%	35%	26%
8th Graders																	
Reading and Mathematics	2022	27%	21%	**40%**	29%	38%	42%	-	56%	-	50%	6%	80%	44%	25%	29%	29%
	2021	21%	20%	**33%**	11%	33%	40%	*	29%	-	20%	12%	*	34%	33%	24%	25%
Reading and Mathematics Including EOC	2022	41%	30%	**49%**	29%	47%	50%	-	72%	-	57%	9%	67%	53%	34%	37%	34%
	2021	33%	27%	**45%**	15%	43%	51%	60%	59%	-	20%	15%	*	47%	37%	32%	31%
Reading Including EOC	2022	58%	51%	**67%**	53%	65%	69%	-	80%	-	71%	24%	83%	71%	53%	57%	50%
	2021	47%	41%	**53%**	25%	52%	59%	80%	59%	-	40%	15%	*	55%	46%	44%	36%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	36%	**56%**	32%	55%	59%	-	76%	-	57%	9%	67%	60%	42%	46%	36%
	2021	43%	37%	**57%**	26%	53%	65%	80%	78%	-	20%	19%	*	61%	45%	41%	50%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	27%	**46%**	28%	41%	50%	29%	64%	*	38%	15%	61%	50%	34%	35%	37%
	2021	26%	22%	**38%**	15%	34%	44%	33%	50%	*	25%	13%	44%	42%	26%	27%	27%
Reading and Mathematics Including EOC	2022	36%	28%	**47%**	28%	43%	51%	29%	66%	*	39%	15%	60%	51%	36%	36%	38%
	2021	28%	23%	**40%**	16%	35%	45%	50%	52%	*	25%	13%	44%	43%	27%	28%	28%
Reading Including EOC	2022	53%	46%	**64%**	45%	63%	67%	71%	73%	*	64%	29%	74%	67%	54%	55%	54%
	2021	41%	35%	**51%**	25%	46%	57%	75%	60%	*	38%	22%	52%	54%	40%	40%	39%
Math Including EOC	2022	43%	34%	**56%**	35%	53%	60%	29%	77%	*	44%	23%	76%	60%	44%	45%	48%
	2021	37%	32%	**52%**	23%	48%	57%	63%	65%	*	30%	21%	64%	56%	36%	39%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	73	**83**	93	86	79	*	85	-	90	69	85	82	87	82	93
	2019	61	58	**74**	77	78	73	*	69	*	83	71	*	75	73	76	75
Grade 4 Mathematics	2022	74	67	**92**	96	87	93	*	100	-	90	86	90	92	93	91	81
	2019	65	62	**77**	92	78	75	*	85	*	50	75	*	77	77	76	76
Grade 5 ELA/Reading	2022	87	84	**79**	89	82	76	*	90	-	80	56	81	78	83	76	87
	2019	81	78	**66**	64	64	65	*	83	-	80	53	90	64	74	64	63
Grade 5 Mathematics	2022	79	73	**67**	75	74	63	*	71	-	65	40	100	65	75	62	72
	2019	83	81	**67**	73	65	65	*	88	-	60	58	100	68	64	66	75
Grade 6 ELA/Reading	2022	61	58	**68**	62	69	66	*	80	*	69	59	75	70	59	64	74
	2019	42	39	**46**	54	37	47	*	58	-	33	31	*	45	48	49	37
Grade 6 Mathematics	2022	61	58	**69**	76	70	66	*	84	*	64	66	64	70	62	67	81
	2019	54	51	**59**	67	51	61	*	39	-	92	39	*	59	60	57	46
Grade 7 ELA/Reading	2022	88	87	**95**	100	96	93	*	95	*	100	83	100	93	99	95	95
	2019	77	77	**78**	69	80	78	*	88	-	*	71	*	78	79	77	78
Grade 7 Mathematics	2022	60	54	**65**	65	59	65	*	81	*	64	41	44	64	67	59	60
	2019	62	61	**70**	57	65	74	*	86	-	*	58	*	74	60	64	68
Grade 8 ELA/Reading	2022	83	79	**84**	67	89	83	-	91	-	100	63	83	86	77	85	89
	2019	77	76	**83**	80	82	83	*	88	*	100	67	*	85	77	82	88
Grade 8 Mathematics	2022	74	71	**80**	79	85	76	-	83	-	100	42	80	81	77	78	78
	2019	82	82	**73**	77	75	70	*	81	*	*	50	-	71	80	77	79
End of Course English II	2022	71	69	**74**	89	73	71	-	83	-	*	56	*	74	76	76	64
	2019	69	66	**66**	58	67	66	*	71	-	80	56	*	67	62	65	63
End of Course Algebra I	2022	67	59	**77**	84	79	73	*	92	-	90	52	*	79	65	76	77
	2019	75	69	**79**	71	75	81	*	79	-	93	58	90	80	74	76	89
All Grades Both Subjects	2022	74	69	**78**	81	79	75	73	87	42	79	60	80	78	77	76	80
	2019	69	66	**70**	69	68	70	79	77	*	76	57	84	70	68	69	68
All Grades ELA/Reading	2022	78	75	**80**	83	83	78	83	87	*	83	63	87	80	81	79	85
	2019	68	66	**69**	66	68	68	75	76	*	74	59	75	69	68	69	66
All Grades Mathematics	2022	69	64	**75**	80	76	72	67	86	*	75	56	74	75	73	72	75
	2019	70	67	**71**	71	68	71	83	78	*	77	56	90	72	68	69	70

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 05	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	68%	**84%**	85%	*	-	-	89%	75%	69%	73%	68%	-	80%	85%	71%	96%
	2021	67%	63%	**80%**	68%	54%	-	-	88%	73%	60%	50%	60%	-	76%	82%	62%	94%
At Meets Grade Level or Above	2022	48%	40%	**60%**	56%	*	-	-	58%	55%	39%	38%	39%	-	51%	62%	41%	85%
	2021	41%	35%	**53%**	42%	38%	-	-	50%	42%	26%	6%	26%	-	39%	55%	29%	75%
At Masters Grade Level	2022	23%	17%	**30%**	24%	*	-	-	25%	25%	15%	13%	15%	-	22%	31%	16%	52%
	2021	18%	14%	**26%**	21%	19%	-	-	33%	17%	9%	6%	9%	-	7%	27%	11%	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	70%	**84%**	88%	*	-	-	90%	80%	67%	79%	67%	-	82%	86%	70%	96%
	2021	68%	63%	**80%**	68%	56%	-	-	83%	68%	58%	43%	59%	-	80%	82%	61%	95%
At Meets Grade Level or Above	2022	53%	46%	**64%**	63%	*	-	-	63%	60%	41%	42%	41%	-	53%	66%	44%	88%
	2021	45%	39%	**55%**	38%	50%	-	-	42%	26%	27%	0%	28%	-	60%	57%	31%	74%
At Masters Grade Level	2022	25%	20%	**33%**	27%	*	-	-	27%	30%	18%	16%	18%	-	24%	34%	19%	52%
	2021	18%	14%	**26%**	15%	13%	-	-	25%	11%	9%	0%	9%	-	13%	27%	10%	47%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	65%	**84%**	83%	*	-	-	90%	70%	73%	63%	74%	-	80%	85%	74%	97%
	2021	66%	61%	**80%**	66%	44%	-	-	92%	68%	64%	43%	65%	-	71%	81%	65%	95%
At Meets Grade Level or Above	2022	42%	34%	**57%**	50%	*	-	-	52%	50%	41%	32%	42%	-	47%	58%	42%	85%
	2021	37%	32%	**51%**	45%	38%	-	-	58%	42%	29%	14%	29%	-	21%	53%	31%	80%
At Masters Grade Level	2022	20%	14%	**28%**	26%	*	-	-	29%	20%	14%	11%	14%	-	20%	29%	16%	54%
	2021	18%	13%	**25%**	30%	31%	-	-	42%	21%	11%	14%	11%	-	0%	26%	13%	43%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	69%	**85%**	82%	*	-	-	80%	-	69%	*	69%	-	75%	86%	71%	97%
	2021	71%	66%	**81%**	90%	-	-	-	-	90%	59%	-	59%	-	*	82%	63%	95%
At Meets Grade Level or Above	2022	47%	38%	**59%**	55%	*	-	-	60%	-	34%	*	33%	-	50%	61%	37%	87%
	2021	44%	36%	**56%**	70%	-	-	-	-	70%	21%	-	21%	-	*	58%	26%	72%
At Masters Grade Level	2022	21%	13%	**26%**	9%	*	-	-	10%	-	12%	*	12%	-	13%	28%	12%	50%
	2021	20%	14%	**31%**	20%	-	-	-	-	20%	11%	-	11%	-	*	33%	12%	41%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	67%	**81%**	-	-	-	-	-	-	55%	-	55%	-	80%	82%	57%	97%
	2021	73%	67%	**83%**	-	-	-	-	-	-	50%	-	50%	-	*	85%	51%	83%
At Meets Grade Level or Above	2022	50%	39%	**55%**	-	-	-	-	-	-	32%	-	32%	-	60%	57%	34%	72%
	2021	49%	41%	**60%**	-	-	-	-	-	-	18%	-	18%	-	*	62%	21%	71%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 05	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	21%	**32%**	-	-	-	-	-	-	12%	-	12%	-	40%	33%	14%	52%
	2021	29%	22%	**36%**	-	-	-	-	-	-	8%	-	8%	-	*	37%	10%	33%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	69%	**78%**	82%	*	-	-	92%	68%	79%	81%	79%	-	89%	77%	80%	82%
	2019	69%	66%	**70%**	59%	59%	-	-	-		67%	69%	58%		85%		66%	
All Grades ELA/Reading	2022	78%	75%	**80%**	91%	*	-	-	91%	90%	83%	88%	83%	-	96%	80%	85%	87%
	2019	68%	66%	**69%**	54%	54%	-	-	-		67%	68%	63%		75%		65%	
All Grades Mathematics	2022	69%	64%	**75%**	73%	*	-	-	92%	45%	75%	75%	75%	-	82%	74%	75%	76%
	2019	70%	67%	**71%**	65%	65%	-	-	-		66%	70%	52%		100%		67%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

NEDERLAND ISD (123905) - JEFFERSON COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**94%**	92%	92%	96%	97%	92%	75%	89%	94%	85%	98%	82%	95%	88%
Not Included in Accountability: Mobile	5%	5%	**4%**	8%	5%	3%	0%	4%	17%	9%	4%	14%	1%	14%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	3%	3%	8%	1%	1%	1%	0%	3%	1%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	100%	98%	99%	100%	100%	100%	99%	100%
Included in Accountability	92%	93%	**94%**	92%	90%	97%	93%	92%	67%	87%	94%	85%	98%	81%	94%	84%
Not Included in Accountability: Mobile	5%	5%	**4%**	7%	5%	3%	0%	4%	17%	9%	4%	12%	1%	14%	4%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	4%	0%	7%	4%	17%	1%	2%	3%	1%	4%	2%	11%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	2%	1%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	2%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	*	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**94%**	91%	93%	96%	100%	93%	*	89%	95%	87%	98%	82%	95%	90%
Not Included in Accountability: Mobile	5%	5%	**4%**	8%	5%	3%	0%	5%	*	10%	4%	13%	1%	15%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	2%	*	0%	1%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	*	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	1%	0%	0%	*	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	99%	99%	98%	100%	100%	*	100%	98%	100%	99%	97%	98%	100%
Included in Accountability	93%	94%	**94%**	94%	92%	96%	100%	93%	*	90%	92%	79%	98%	82%	95%	93%
Not Included in Accountability: Mobile	4%	5%	**4%**	6%	5%	3%	0%	4%	*	10%	5%	21%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	0%	3%	*	0%	1%	0%	0%	2%	0%	4%
Not Tested	2%	1%	**1%**	1%	1%	2%	0%	0%	*	0%	2%	0%	1%	3%	2%	0%

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	1%	2%	0%	0%	*	0%	2%	0%	1%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**99%**	100%	99%	99%	*	98%	*	100%	97%	100%	99%	97%	99%	100%
Included in Accountability	94%	94%	**95%**	90%	94%	97%	*	93%	*	91%	90%	90%	99%	81%	96%	88%
Not Included in Accountability: Mobile	4%	4%	**3%**	10%	3%	1%	*	2%	*	0%	4%	10%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	4%	*	9%	3%	0%	0%	5%	1%	9%
Not Tested	2%	2%	**1%**	0%	1%	1%	*	2%	*	0%	3%	0%	1%	3%	1%	0%
Absent	1%	2%	**1%**	0%	1%	1%	*	2%	*	0%	3%	0%	1%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	**86%**	*	92%	84%	*	93%	-	-	*	-	89%	40%	84%	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	95%	**94%**	90%	94%	95%	100%	98%	100%	94%	93%	96%	95%	93%	94%	96%
Included in Accountability	83%	90%	**91%**	86%	90%	93%	97%	94%	75%	86%	89%	89%	94%	81%	91%	89%
Not Included in Accountability: Mobile	3%	4%	**3%**	4%	2%	2%	0%	3%	0%	6%	3%	6%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	3%	1%	25%	1%	1%	1%	0%	2%	1%	5%
Not Tested	12%	5%	**6%**	10%	6%	5%	0%	2%	0%	6%	7%	4%	5%	7%	6%	4%
Absent	2%	1%	**1%**	2%	1%	1%	0%	0%	0%	2%	2%	1%	1%	1%	1%	1%
Other	10%	4%	**5%**	8%	5%	4%	0%	2%	0%	4%	5%	3%	4%	6%	5%	3%
Reading																
Assessment Participant	89%	95%	**95%**	90%	95%	95%	100%	98%	100%	93%	93%	95%	95%	94%	94%	97%
Included in Accountability	83%	90%	**91%**	86%	89%	92%	92%	93%	80%	85%	88%	87%	94%	81%	90%	85%
Not Included in Accountability: Mobile	3%	4%	**3%**	4%	2%	2%	0%	3%	0%	7%	3%	5%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	3%	0%	8%	2%	20%	1%	2%	3%	1%	3%	2%	9%
Not Tested	11%	5%	**5%**	10%	5%	5%	0%	2%	0%	7%	7%	5%	5%	6%	6%	3%
Absent	2%	1%	**1%**	1%	1%	1%	0%	0%	0%	3%	3%	3%	1%	1%	1%	1%
Other	10%	3%	**4%**	8%	4%	4%	0%	2%	0%	4%	4%	3%	4%	5%	5%	2%
Mathematics																
Assessment Participant	88%	95%	**94%**	91%	93%	95%	100%	97%	*	96%	91%	97%	95%	93%	93%	96%
Included in Accountability	84%	90%	**91%**	86%	90%	93%	100%	93%	*	88%	88%	91%	94%	81%	91%	91%

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	3%	0%	3%	*	6%	3%	6%	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	0%	1%	*	1%	0%	0%	0%	1%	0%	2%
Not Tested	12%	5%	**6%**	9%	7%	5%	0%	3%	*	4%	9%	3%	5%	7%	7%	4%
Absent	2%	1%	**1%**	1%	2%	1%	0%	1%	*	0%	2%	0%	1%	1%	1%	1%
Other	10%	4%	**5%**	8%	6%	4%	0%	2%	*	4%	6%	3%	4%	6%	5%	3%
Science																
Assessment Participant	87%	95%	**94%**	90%	93%	94%	100%	97%	*	89%	93%	91%	95%	90%	93%	94%
Included in Accountability	84%	90%	**91%**	88%	90%	92%	100%	92%	*	83%	90%	91%	94%	80%	91%	88%
Not Included in Accountability: Mobile	3%	4%	**2%**	2%	2%	2%	0%	5%	*	3%	3%	0%	0%	8%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	0%	0%	*	3%	0%	0%	0%	2%	0%	3%
Not Tested	13%	5%	**6%**	10%	7%	6%	0%	3%	*	11%	7%	9%	5%	10%	7%	6%
Absent	2%	2%	**1%**	2%	1%	1%	0%	0%	*	6%	2%	0%	1%	2%	1%	1%
Other	10%	4%	**6%**	9%	6%	5%	0%	3%	*	6%	5%	9%	5%	8%	6%	5%
Social Studies																
Assessment Participant	87%	94%	**93%**	91%	93%	93%	100%	98%	*	100%	94%	100%	94%	90%	94%	94%
Included in Accountability	84%	91%	**91%**	88%	91%	91%	100%	96%	*	83%	89%	100%	94%	78%	92%	91%
Not Included in Accountability: Mobile	3%	3%	**2%**	1%	2%	3%	0%	2%	*	17%	4%	0%	0%	10%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	2%
Not Tested	13%	6%	**7%**	9%	7%	7%	0%	2%	*	0%	6%	0%	6%	10%	6%	6%
Absent	3%	2%	**1%**	1%	1%	0%	0%	0%	*	0%	1%	0%	0%	2%	0%	2%
Other	10%	3%	**6%**	8%	6%	6%	0%	2%	*	0%	5%	0%	5%	8%	6%	5%
Accelerated Testers																
SAT/ACT Participant	85%	82%	**86%**	*	55%	94%	-	100%	-	*	-	-	90%	57%	67%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	92.9%	**96.0%**	94.7%	95.8%	96.1%	96.4%	98.1%	*	93.7%	94.5%	95.0%	96.3%
2019-20	98.3%	98.1%	**98.9%**	98.3%	98.9%	98.9%	98.2%	99.6%	*	98.8%	98.4%	98.6%	99.0%
Chronic Absenteeism													
2020-21	15.0%	22.1%	**10.8%**	17.7%	12.0%	9.4%	12.0%	3.2%	0.0%	21.8%	17.0%	15.2%	10.4%
2019-20	6.7%	8.6%	**5.2%**	9.7%	4.1%	5.5%	7.7%	0.6%	0.0%	5.6%	9.7%	7.3%	3.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.0%	**0.2%**	0.0%	0.0%	0.5%	0.0%	0.0%	-	0.0%	1.1%	0.5%	0.0%
2019-20	0.5%	0.6%	**0.5%**	0.9%	0.4%	0.4%	0.0%	0.0%	-	0.0%	2.0%	0.5%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.8%	**1.3%**	0.8%	1.9%	1.2%	0.0%	0.0%	*	3.3%	2.7%	1.8%	2.7%
2019-20	1.6%	1.7%	**0.8%**	0.8%	0.5%	1.1%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	89.9%	**94.9%**	95.5%	95.7%	94.5%	*	96.3%	-	80.0%	90.0%	90.8%	100.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.1%	**2.1%**	4.5%	1.1%	2.2%	*	3.7%	-	0.0%	3.3%	3.5%	0.0%
Dropped Out	5.8%	6.8%	**3.0%**	0.0%	3.2%	3.3%	*	0.0%	-	20.0%	6.7%	5.6%	0.0%
Graduates and TxCHSE	90.3%	90.1%	**94.9%**	95.5%	95.7%	94.5%	*	96.3%	-	80.0%	90.0%	90.8%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	93.2%	**97.0%**	100.0%	96.8%	96.7%	*	100.0%	-	80.0%	93.3%	94.4%	100.0%
Class of 2020													
Graduated	90.3%	90.3%	**96.7%**	100.0%	95.8%	96.2%	*	100.0%	-	*	93.3%	95.8%	100.0%
Received TxCHSE	0.4%	0.3%	**0.6%**	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.8%	0.0%
Continued HS	3.9%	2.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	5.4%	6.9%	**2.7%**	0.0%	2.8%	3.3%	*	0.0%	-	*	6.7%	3.3%	0.0%
Graduates and TxCHSE	90.7%	90.6%	**97.3%**	100.0%	97.2%	96.7%	*	100.0%	-	*	93.3%	96.7%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.1%	**97.3%**	100.0%	97.2%	96.7%	*	100.0%	-	*	93.3%	96.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	91.6%	**96.7%**	100.0%	95.9%	96.2%	*	100.0%	-	*	93.6%	95.9%	100.0%
Received TxCHSE	0.5%	0.3%	**0.9%**	0.0%	1.4%	0.9%	*	0.0%	-	*	2.1%	0.8%	0.0%
Continued HS	1.1%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.4%	**2.4%**	0.0%	2.7%	2.8%	*	0.0%	-	*	4.3%	3.3%	0.0%
Graduates and TxCHSE	92.7%	92.0%	**97.6%**	100.0%	97.3%	97.2%	*	100.0%	-	*	95.7%	96.7%	100.0%

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.6%	**97.6%**	100.0%	97.3%	97.2%	*	100.0%	-	*	95.7%	96.7%	100.0%
Class of 2019													
Graduated	92.0%	91.6%	**97.5%**	96.3%	96.6%	98.5%	*	100.0%	-	75.0%	97.5%	96.0%	100.0%
Received TxCHSE	0.5%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	1.3%	0.9%	**0.3%**	0.0%	1.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	**1.9%**	3.7%	2.3%	1.0%	*	0.0%	-	25.0%	2.5%	3.2%	0.0%
Graduates and TxCHSE	92.6%	91.9%	**97.8%**	96.3%	96.6%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	92.1%	**97.8%**	96.3%	97.7%	98.5%	*	100.0%	-	75.0%	97.5%	96.0%	100.0%
Received TxCHSE	0.6%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.2%	**1.9%**	3.7%	2.3%	1.0%	*	0.0%	-	25.0%	2.5%	3.2%	0.0%
Graduates and TxCHSE	93.2%	92.4%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.8%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Class of 2018													
Graduated	92.6%	91.8%	**93.8%**	100.0%	93.2%	92.3%	-	100.0%	-	*	89.5%	92.8%	83.3%
Received TxCHSE	0.7%	0.5%	**1.6%**	0.0%	1.4%	2.1%	-	0.0%	-	*	0.0%	1.6%	0.0%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.1%	**4.6%**	0.0%	5.4%	5.6%	-	0.0%	-	*	10.5%	5.6%	16.7%
Graduates and TxCHSE	93.3%	92.3%	**95.4%**	100.0%	94.6%	94.4%	-	100.0%	-	*	89.5%	94.4%	83.3%
Graduates, TxCHSE, and Continuers	93.9%	92.9%	**95.4%**	100.0%	94.6%	94.4%	-	100.0%	-	*	89.5%	94.4%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.9%	**92.1%**	91.3%	93.8%	92.0%	*	92.9%	-	66.7%	69.2%	87.2%	75.0%
Class of 2020	90.3%	90.3%	**94.7%**	100.0%	93.2%	94.4%	*	95.0%	-	*	87.5%	92.0%	85.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	98.2%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	99.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	14.2%	**25.9%**	61.9%	23.3%	25.0%	*	7.7%	-	*	74.1%	35.7%	100.0%
Class of 2020	4.3%	12.5%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	68.7%	**73.4%**	38.1%	76.7%	73.8%	*	92.3%	-	*	18.5%	63.6%	0.0%
Class of 2020	83.5%	72.2%	**81.6%**	66.7%	79.7%	81.9%	*	100.0%	-	*	35.7%	72.2%	16.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.8%	**99.4%**	100.0%	100.0%	98.8%	*	100.0%	-	*	92.6%	99.2%	100.0%
Class of 2020	87.8%	85.6%	**81.9%**	66.7%	79.7%	82.4%	*	100.0%	-	*	35.7%	72.2%	16.7%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	91.5%	*	*	-	-	-	-	-	-	*	*	-
2019-20	38.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	14.3%	**27.8%**	61.9%	27.4%	26.2%	*	7.7%	-	*	82.1%	37.4%	100.0%
2019-20	4.4%	12.4%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	67.6%	**72.2%**	38.1%	72.6%	73.8%	*	92.3%	-	*	17.9%	62.6%	0.0%
2019-20	81.8%	71.0%	**79.2%**	64.0%	77.1%	79.7%	*	95.0%	-	*	31.9%	68.9%	12.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	82.4%	**99.7%**	95.5%	100.0%	100.0%	*	100.0%	-	*	96.6%	99.2%	100.0%
2019-20	85.8%	84.3%	**79.5%**	64.0%	77.1%	80.2%	*	95.0%	-	*	31.9%	68.9%	12.5%

Texas Education Agency

2021-22 Graduation Profile (TAPR)

NEDERLAND ISD (123905) - JEFFERSON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	318	100.0%	358,842	100.0%
By Ethnicity:				
African American	22	6.9%	44,018	12.3%
Hispanic	95	29.9%	183,306	51.1%
White	168	52.8%	103,898	29.0%
American Indian	3	0.9%	1,195	0.3%
Asian	26	8.2%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	4	1.3%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	1	0.3%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	0	0.0%	56,281	15.7%
Foundation H.S. Program (Endorsement)	88	27.7%	13,582	3.8%
Foundation H.S. Program (DLA)	229	72.0%	287,316	80.1%
Special Education Graduates	29	9.1%	31,028	8.6%
Economically Disadvantaged Graduates	132	41.5%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	2.2%	32,809	9.1%
At-Risk Graduates	103	32.4%	155,884	43.4%
CTE Completers	65	20.4%	99,076	27.6%

Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	51.4%	**58.5%**	22.7%	53.7%	61.9%	*	88.5%	-	*	96.6%	50.0%	57.1%
2019-20	63.0%	48.2%	**56.2%**	36.0%	48.6%	58.5%	*	80.0%	-	*	48.9%	45.4%	25.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	34.8%	**41.8%**	9.1%	37.9%	43.5%	*	76.9%	-	*	6.9%	32.6%	28.6%
2019-20	53.4%	36.9%	**43.5%**	12.0%	37.1%	45.3%	*	80.0%	-	*	4.3%	31.1%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	40.0%	**44.0%**	27.3%	31.6%	50.0%	*	73.1%	-	*	0.0%	30.3%	0.0%
2019-20	59.7%	46.5%	**53.2%**	28.0%	48.6%	54.2%	*	85.0%	-	*	8.5%	42.9%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	26.1%	**33.3%**	13.6%	27.4%	34.5%	*	69.2%	-	*	0.0%	22.0%	0.0%
2019-20	47.9%	28.8%	**38.1%**	12.0%	32.9%	39.2%	*	70.0%	-	*	8.5%	26.1%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	23.4%	**27.0%**	9.1%	22.1%	28.6%	*	57.7%	-	*	0.0%	17.4%	0.0%
2019-20	43.2%	26.9%	**36.9%**	8.0%	31.4%	38.2%	*	70.0%	-	*	4.3%	25.2%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	4.9%	**9.4%**	0.0%	13.7%	7.1%	*	19.2%	-	*	0.0%	7.6%	14.3%
2019-20	21.1%	3.7%	**6.9%**	0.0%	5.7%	6.1%	*	30.0%	-	*	0.0%	4.2%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	2.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	1.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	24.7%	**31.8%**	0.0%	27.4%	32.1%	*	73.1%	-	*	6.9%	24.2%	14.3%
2019-20	24.6%	24.7%	**28.4%**	8.0%	25.7%	29.2%	*	50.0%	-	*	0.0%	14.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	1.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	24.1%	**26.1%**	13.6%	28.4%	26.8%	*	23.1%	-	*	96.6%	26.5%	42.9%
2019-20	18.7%	15.3%	**17.8%**	28.0%	15.7%	18.4%	*	10.0%	-	*	48.9%	17.6%	25.0%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.6%	**18.9%**	4.5%	23.2%	19.0%	*	15.4%	-	*	20.7%	19.7%	28.6%
2019-20	13.2%	9.5%	**13.0%**	16.0%	11.4%	13.7%	*	10.0%	-	*	19.1%	14.3%	25.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	2.2%	**0.3%**	0.0%	0.0%	0.0%	*	3.8%	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.8%	**0.6%**	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	2.4%	2.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	3.8%	**8.8%**	9.1%	7.4%	10.1%	*	3.8%	-	*	96.6%	7.6%	14.3%
2019-20	3.7%	4.2%	**4.5%**	16.0%	2.9%	4.2%	*	0.0%	-	*	31.9%	4.2%	0.0%

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	18.2%	**8.5%**	13.6%	8.4%	8.9%	*	3.8%	-	*	0.0%	4.5%	0.0%
	2019-20	30.1%	19.7%	**6.3%**	8.0%	4.3%	5.7%	*	20.0%	-	*	4.3%	6.7%	0.0%
Mathematics	2020-21	19.4%	12.6%	**9.1%**	0.0%	11.6%	8.9%	*	11.5%	-	*	0.0%	4.5%	0.0%
	2019-20	21.2%	12.1%	**5.4%**	4.0%	5.7%	4.7%	*	10.0%	-	*	4.3%	4.2%	0.0%
Both Subjects	2020-21	14.4%	8.7%	**2.5%**	0.0%	6.3%	1.2%	*	0.0%	-	*	0.0%	1.5%	0.0%
	2019-20	16.4%	8.7%	**2.4%**	0.0%	2.9%	2.4%	*	5.0%	-	*	0.0%	2.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	7.3%	2.7%	**0.6%**	8.0%	0.0%	0.0%	*	0.0%	-	*	2.1%	1.7%	0.0%
Mathematics	2020-21	10.3%	2.4%	**5.3%**	4.5%	4.2%	5.4%	*	7.7%	-	*	0.0%	3.0%	0.0%
	2019-20	9.7%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	4.2%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	6.2%	**7.1%**	1.7%	10.6%	4.8%	0.0%	19.7%	*	0.0%	0.0%	6.9%	9.1%
	2020	22.0%	5.6%	**6.2%**	0.0%	7.3%	5.3%	*	17.6%	-	0.0%	0.0%	4.7%	0.0%
English Language Arts	2021	12.1%	3.4%	**1.8%**	1.7%	1.7%	1.5%	0.0%	4.9%	*	0.0%	0.0%	2.2%	0.0%
	2020	12.7%	3.4%	**1.6%**	0.0%	0.6%	1.3%	*	9.8%	-	0.0%	0.0%	1.6%	0.0%
Mathematics	2021	6.1%	1.2%	**3.1%**	0.0%	2.2%	3.0%	0.0%	9.8%	*	0.0%	0.0%	0.9%	4.5%
	2020	6.4%	1.0%	**2.5%**	0.0%	1.8%	2.5%	*	7.8%	-	0.0%	0.0%	1.6%	0.0%
Science	2021	8.7%	1.7%	**1.1%**	0.0%	0.0%	1.0%	0.0%	6.6%	*	0.0%	0.0%	1.3%	0.0%
	2020	9.4%	1.5%	**1.8%**	0.0%	1.8%	1.8%	*	3.9%	-	0.0%	0.0%	1.2%	0.0%
Social Studies	2021	11.6%	2.6%	**1.4%**	0.0%	1.1%	1.3%	0.0%	4.9%	*	0.0%	0.0%	1.3%	0.0%
	2020	12.4%	2.6%	**2.4%**	0.0%	1.2%	2.3%	*	9.8%	-	0.0%	0.0%	2.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	31.7%	**80.4%**	*	84.2%	84.2%	-	75.0%	-	-	-	81.8%	*
	2020	59.0%	45.7%	**73.8%**	-	83.3%	61.9%	-	88.9%	-	-	-	58.3%	-
English Language Arts	2021	42.7%	29.1%	**61.5%**	*	*	66.7%	-	*	-	-	-	57.1%	-
	2020	50.1%	33.0%	**27.3%**	-	*	0.0%	-	60.0%	-	-	-	*	-
Mathematics	2021	49.4%	37.4%	**90.9%**	-	*	100.0%	-	83.3%	-	-	-	*	*
	2020	56.5%	38.3%	**100.0%**	-	*	100.0%	-	*	-	-	-	*	-
Science	2021	41.4%	25.0%	**37.5%**	-	-	*	-	*	-	-	-	*	-
	2020	47.6%	37.8%	**33.3%**	-	*	28.6%	-	*	-	-	-	*	-

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	21.4%	**50.0%**	-	*	40.0%	-	*	-	-	-	*	-
	2020	52.3%	34.8%	**25.0%**	-	*	11.1%	-	60.0%	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	55.2%	**56.3%**	50.0%	38.9%	60.1%	*	96.2%	-	*	17.2%	45.5%	0.0%
	2019-20	76.7%	63.4%	**62.8%**	48.0%	51.4%	65.1%	*	90.0%	-	*	23.4%	51.3%	12.5%
At/Above Criterion for All Examinees	2020-21	32.9%	26.9%	**35.2%**	18.2%	27.0%	36.6%	*	56.0%	-	*	0.0%	28.3%	-
	2019-20	35.7%	30.7%	**54.3%**	16.7%	52.8%	55.1%	*	77.8%	-	*	18.2%	45.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	982	**1020**	907	1007	1025	*	1082	-	*	760	990	-
	2019-20	1019	995	**1069**	924	1043	1075	880	1177	-	1123	914	1050	780
English Language Arts and Writing	2020-21	504	500	**511**	463	505	514	*	531	-	*	390	500	-
	2019-20	513	507	**539**	461	528	544	430	578	-	597	456	529	370
Mathematics	2020-21	498	482	**509**	445	502	511	*	551	-	*	370	491	-
	2019-20	506	488	**530**	463	515	531	450	599	-	527	457	520	410
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.3	**21.0**	-	22.7	20.7	-	*	-	*	-	*	-
	2019-20	20.2	20.1	**21.2**	18.3	19.0	21.1	-	27.8	-	-	14.7	21.4	-
English Language Arts	2020-21	19.6	19.0	**20.7**	-	23.2	19.9	-	*	-	*	-	*	-
	2019-20	19.9	19.9	**21.5**	18.4	18.7	21.5	-	28.7	-	-	14.1	21.5	-
Mathematics	2020-21	19.9	19.2	**20.9**	-	21.8	21.3	-	*	-	*	-	*	-
	2019-20	20.1	19.7	**20.7**	17.5	19.3	20.4	-	27.3	-	-	15.5	20.6	-
Science	2020-21	20.3	19.6	**21.1**	-	22.3	21.0	-	*	-	*	-	*	-
	2019-20	20.5	20.2	**21.1**	18.3	19.5	21.0	-	26.7	-	-	15.2	21.1	-

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	33.0%	**35.7%**	21.2%	34.2%	34.1%	55.6%	69.0%	*	24.1%	10.4%	29.2%	6.8%
	2019-20	46.3%	35.7%	**35.6%**	18.9%	31.5%	36.0%	33.3%	67.6%	*	31.8%	11.7%	28.6%	8.2%
English Language Arts	2020-21	16.3%	12.2%	**13.8%**	3.7%	12.1%	13.2%	28.6%	32.5%	*	12.5%	1.9%	10.5%	0.0%
	2019-20	18.2%	13.7%	**15.1%**	4.3%	11.3%	16.4%	0.0%	29.6%	*	27.3%	2.4%	10.4%	0.0%
Mathematics	2020-21	19.3%	17.9%	**11.3%**	5.2%	8.5%	10.5%	44.4%	31.0%	*	4.3%	3.5%	8.5%	1.5%
	2019-20	20.7%	18.5%	**11.3%**	2.5%	9.3%	11.9%	11.1%	26.2%	*	0.0%	1.3%	7.6%	3.5%
Science	2020-21	20.6%	17.0%	**20.9%**	13.8%	18.1%	20.6%	22.2%	40.9%	*	17.4%	4.1%	16.2%	1.5%
	2019-20	22.4%	17.6%	**23.0%**	11.7%	19.4%	24.6%	11.1%	37.0%	*	23.8%	6.2%	16.4%	0.0%
Social Studies	2020-21	22.8%	14.5%	**23.3%**	10.1%	20.8%	21.4%	33.3%	58.6%	*	16.7%	3.3%	18.5%	1.5%
	2019-20	24.6%	15.8%	**21.5%**	10.3%	17.9%	21.4%	11.1%	45.8%	*	27.3%	1.3%	15.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	70.0%	**66.5%**	64.0%	67.1%	69.8%	*	40.0%	-	*	74.5%	66.4%	50.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	45.7%	**55.0%**	44.0%	52.9%	53.8%	*	85.0%	-	*	25.5%	42.0%	12.5%
	2018-19	52.6%	49.6%	**65.4%**	56.0%	72.3%	61.6%	*	82.1%	-	66.7%	34.2%	56.8%	70.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	4,983	100.0%	5,402,928	100.0%	5,009	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	36	0.7%	14,290	0.3%	60	1.2%	21,375	0.4%
Pre-Kindergarten	88	1.8%	222,767	4.1%	88	1.8%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	88	1.8%	188,798	3.5%	88	1.8%	189,474	3.5%
Kindergarten	370	7.4%	370,054	6.8%	371	7.4%	371,502	6.8%
Grade 1	387	7.8%	384,494	7.1%	387	7.7%	386,232	7.1%
Grade 2	353	7.1%	382,008	7.1%	354	7.1%	383,838	7.1%
Grade 3	401	8.0%	383,078	7.1%	401	8.0%	384,872	7.1%
Grade 4	353	7.1%	383,959	7.1%	353	7.0%	386,011	7.1%
Grade 5	380	7.6%	387,945	7.2%	380	7.6%	389,971	7.2%
Grade 6	411	8.2%	398,640	7.4%	411	8.2%	400,447	7.4%
Grade 7	367	7.4%	418,486	7.7%	367	7.3%	418,788	7.7%
Grade 8	389	7.8%	424,287	7.9%	389	7.8%	424,544	7.8%
Grade 9	412	8.3%	475,437	8.8%	412	8.2%	475,746	8.8%
Grade 10	354	7.1%	408,393	7.6%	354	7.1%	408,700	7.5%
Grade 11	310	6.2%	389,034	7.2%	310	6.2%	389,454	7.2%
Grade 12	372	7.5%	360,056	6.7%	372	7.4%	362,157	6.7%
Ethnic Distribution:								
African American	417	8.4%	690,999	12.8%	417	8.3%	694,302	12.8%
Hispanic	1,442	28.9%	2,850,147	52.8%	1,452	29.0%	2,860,754	52.7%
White	2,592	52.0%	1,420,166	26.3%	2,606	52.0%	1,427,241	26.3%
American Indian	22	0.4%	17,944	0.3%	22	0.4%	18,028	0.3%
Asian	354	7.1%	259,342	4.8%	355	7.1%	261,788	4.8%
Pacific Islander	7	0.1%	8,443	0.2%	7	0.1%	8,477	0.2%
Two or More Races	149	3.0%	155,887	2.9%	150	3.0%	156,780	2.9%
Sex:								
Female	2,436	48.9%	2,640,313	48.9%	2,444	48.8%	2,650,563	48.8%
Male	2,547	51.1%	2,762,615	51.1%	2,565	51.2%	2,776,807	51.2%
Economically Disadvantaged	2,281	45.8%	3,278,452	60.7%	2,289	45.7%	3,289,420	60.6%
Non-Educationally Disadvantaged	2,702	54.2%	2,124,476	39.3%	2,720	54.3%	2,137,950	39.4%
Section 504 Students	481	9.7%	400,729	7.4%	481	9.6%	401,648	7.4%
EB Students/EL	560	11.2%	1,171,661	21.7%	560	11.2%	1,175,333	21.7%

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Disciplinary Placements (2020-21)	73	1.4%	34,054	0.6%				
Students w/ Dyslexia	258	5.2%	270,260	5.0%	259	5.2%	270,966	5.0%
Foster Care	16	0.3%	15,338	0.3%	16	0.3%	15,409	0.3%
Homeless	13	0.3%	61,433	1.1%	13	0.3%	61,687	1.1%
Immigrant	24	0.5%	108,510	2.0%	24	0.5%	108,787	2.0%
Migrant	9	0.2%	14,366	0.3%	9	0.2%	14,426	0.3%
Title I	2,136	42.9%	3,473,996	64.3%	2,136	42.6%	3,487,333	64.3%
Military Connected	73	1.5%	176,253	3.3%	73	1.5%	176,554	3.3%
At-Risk	1,945	39.0%	2,892,191	53.5%	1,945	38.8%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	530	10.6%	1,182,035	21.9%	530	10.6%	1,185,511	21.8%
Gifted and Talented Education	285	5.7%	434,269	8.0%	285	5.7%	435,356	8.0%
Special Education	614	12.3%	624,256	11.6%	625	12.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	614		624,256					
By Type of Primary Disability Students with Intellectual Disabilities	228	37.1%	268,673	43.0%				
Students with Physical Disabilities	154	25.1%	129,679	20.8%				
Students with Autism	87	14.2%	91,742	14.7%				
Students with Behavioral Disabilities	135	22.0%	125,096	20.0%				
Students with Non-Categorical Early Childhood	10	1.6%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	459	9.6%	705,063	13.6%				
By Ethnicity: African American	65	1.4%	131,970	2.5%				
Hispanic	126	2.6%	342,504	6.6%				
White	217	4.5%	184,235	3.5%				
American Indian	3	0.1%	2,852	0.1%				
Asian	20	0.4%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	28	0.6%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	70	11.1%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	43	9.6%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	249	10.5%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	587	15.0%	772,746	18.9%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	2.0%	1.9%	0.0%	5.2%
Grade 1	6.8%	2.9%	14.3%	4.2%
Grade 2	2.7%	1.7%	3.1%	2.2%
Grade 3	1.0%	1.0%	0.0%	1.0%
Grade 4	0.3%	0.7%	1.8%	0.7%
Grade 5	0.3%	0.5%	1.6%	0.7%
Grade 6	1.3%	0.6%	0.0%	0.6%
Grade 7	1.5%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	10.3%	10.5%	3.9%	14.1%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	8	0.3%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	19.0	18.7
Grade 1	20.2	18.7
Grade 2	17.5	18.6
Grade 3	20.6	18.7
Grade 4	20.3	18.8
Grade 5	21.2	20.2
Grade 6	23.3	19.2
Secondary:		
English/Language Arts	14.7	16.3
Foreign Languages	20.0	18.4
Mathematics	19.2	17.5
Science	18.9	18.5
Social Studies	20.1	19.1

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	654.6	100.0%	749,473.4	100.0%
Professional Staff:	452.6	69.1%	480,632.3	64.1%
Teachers	369.2	56.4%	369,695.8	49.3%
Professional Support	55.4	8.5%	80,190.4	10.7%
Campus Administration (School Leadership)	20.0	3.1%	22,091.4	2.9%
Central Administration	8.0	1.2%	8,654.8	1.2%
Educational Aides:	53.5	8.2%	82,972.4	11.1%
Auxiliary Staff:	148.5	22.7%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	5.0	n/a	4,194.0	n/a
Part-time Librarians	2.0	n/a	607.0	n/a
Full-time Counselors	14.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	79.6	12.2%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	3.0	0.8%	41,286.1	11.2%
Hispanic	26.9	7.3%	106,866.5	28.9%
White	329.3	89.2%	208,485.4	56.4%
American Indian	2.0	0.5%	1,235.6	0.3%
Asian	5.0	1.4%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	3.0	0.8%	4,312.0	1.2%
Teachers by Sex:				
Males	71.7	19.4%	89,015.4	24.1%
Females	297.5	80.6%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	3.0	0.8%	5,187.9	1.4%
Bachelors	305.8	82.8%	268,560.2	72.6%
Masters	58.4	15.8%	93,139.5	25.2%
Doctorate	2.0	0.5%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	17.8	4.8%	29,215.8	7.9%
1-5 Years Experience	63.7	17.3%	98,764.8	26.7%
6-10 Years Experience	77.0	20.9%	76,197.2	20.6%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
11-20 Years Experience	109.4	29.6%	105,811.4	28.6%
21-30 Years Experience	70.2	19.0%	48,804.6	13.2%
Over 30 Years Experience	31.1	8.4%	10,902.0	2.9%
Number of Students per Teacher	13.5	n/a	14.6	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	4.8	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	4.5	5.5
Average Years Experience of Assistant Principals with District	3.4	4.8
Average Years Experience of Teachers:	14.5	11.1
Average Years Experience of Teachers with District:	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,859	$51,054
1-5 Years Experience	$52,891	$54,577
6-10 Years Experience	$55,977	$57,746
11-20 Years Experience	$60,278	$61,377
21-30 Years Experience	$66,095	$65,949
Over 30 Years Experience	$75,222	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$60,013	$58,887
Professional Support	$74,304	$69,505
Campus Administration (School Leadership)	$89,437	$84,990
Central Administration	$121,933	$112,797
Instructional Staff Percent:	65.9%	64.9%
Turnover Rate for Teachers:	11.6%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	11.5	3.1%	22,926.8	6.2%
Career and Technical Education	17.2	4.6%	19,365.5	5.2%
Compensatory Education	12.5	3.4%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	278.0	75.3%	261,685.1	70.8%
Special Education	40.1	10.9%	35,441.0	9.6%
Other	9.9	2.7%	12,775.1	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: NEDERLAND H S

Campus Number: 123905001

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	73%	**73%**	54%	72%	76%	100%	79%	-	100%	29%	*	76%	64%	65%	41%
	2021	67%	76%	**76%**	69%	71%	80%	*	77%	-	50%	29%	80%	78%	66%	69%	42%
At Meets Grade Level or Above	2022	47%	58%	**58%**	38%	55%	61%	80%	71%	-	88%	21%	*	60%	51%	50%	30%
	2021	50%	62%	**62%**	53%	53%	67%	*	73%	-	33%	18%	80%	64%	54%	54%	30%
At Masters Grade Level	2022	11%	17%	**17%**	10%	15%	17%	40%	33%	-	13%	4%	*	18%	13%	10%	2%
	2021	12%	15%	**15%**	6%	10%	17%	*	27%	-	0%	0%	0%	17%	5%	9%	3%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	83%	**83%**	88%	78%	85%	*	86%	*	*	38%	*	84%	77%	82%	38%
	2021	71%	81%	**81%**	60%	82%	82%	*	96%	*	*	41%	*	83%	74%	77%	58%
At Meets Grade Level or Above	2022	55%	69%	**69%**	53%	64%	74%	*	83%	*	*	25%	*	71%	59%	65%	19%
	2021	57%	73%	**73%**	50%	75%	71%	*	92%	*	*	38%	*	76%	60%	66%	50%
At Masters Grade Level	2022	9%	16%	**16%**	9%	11%	20%	*	17%	*	*	4%	*	18%	7%	12%	0%
	2021	11%	18%	**18%**	25%	12%	18%	*	31%	*	*	3%	*	19%	14%	12%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	**83%**	93%	76%	84%	*	78%	-	86%	38%	*	83%	82%	79%	66%
	2021	73%	85%	**82%**	86%	77%	83%	*	100%	-	60%	57%	*	82%	78%	77%	63%
At Meets Grade Level or Above	2022	43%	59%	**54%**	50%	52%	54%	*	67%	-	71%	22%	*	59%	34%	45%	31%
	2021	41%	54%	**44%**	43%	41%	49%	*	43%	-	0%	24%	*	47%	35%	39%	28%
At Masters Grade Level	2022	27%	35%	**27%**	25%	25%	26%	*	33%	-	71%	4%	*	29%	16%	22%	11%
	2021	23%	29%	**18%**	14%	14%	22%	*	14%	-	0%	3%	*	20%	12%	16%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	92%	**92%**	96%	91%	92%	83%	90%	-	90%	68%	*	93%	86%	89%	77%
	2021	82%	85%	**85%**	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
At Meets Grade Level or Above	2022	55%	74%	**74%**	70%	65%	79%	83%	85%	-	90%	32%	*	78%	61%	69%	41%
	2021	55%	65%	**65%**	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
At Masters Grade Level	2022	21%	33%	**33%**	17%	27%	37%	67%	45%	-	40%	9%	*	35%	25%	24%	8%
	2021	22%	36%	**36%**	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	94%	**94%**	71%	92%	99%	*	100%	*	*	81%	*	96%	88%	95%	68%
	2021	88%	94%	**94%**	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
At Meets Grade Level or Above	2022	68%	79%	**79%**	50%	81%	85%	*	92%	*	*	55%	*	81%	73%	78%	60%
	2021	69%	80%	**80%**	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
At Masters Grade Level	2022	42%	50%	**50%**	25%	45%	56%	*	69%	*	*	10%	*	49%	52%	49%	24%
	2021	43%	55%	**55%**	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	100%	**100%**	*	100%	100%	*	100%	-	-	*	-	100%	*	100%	-
	2021	95%	98%	**98%**	*	83%	100%	-	100%	-	*	-	-	98%	*	100%	*
At Meets Grade Level or Above	2022	64%	90%	**90%**	*	82%	94%	*	85%	-	-	*	-	91%	*	88%	-
	2021	69%	81%	**81%**	*	67%	81%	-	100%	-	*	-	-	84%	*	90%	*
At Masters Grade Level	2022	13%	18%	**18%**	*	0%	19%	*	38%	-	-	*	-	19%	*	19%	-
	2021	14%	10%	**10%**	*	33%	3%	-	25%	-	*	-	-	11%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	**85%**	80%	82%	87%	85%	89%	*	94%	48%	78%	86%	79%	81%	57%
	2021	67%	80%	**84%**	76%	80%	86%	89%	93%	*	69%	46%	88%	85%	78%	79%	60%
At Meets Grade Level or Above	2022	48%	60%	**67%**	53%	63%	71%	75%	82%	*	81%	29%	56%	70%	55%	61%	35%
	2021	41%	53%	**66%**	51%	60%	69%	89%	79%	*	50%	29%	71%	68%	54%	58%	36%
At Masters Grade Level	2022	23%	30%	**27%**	16%	24%	29%	35%	40%	*	38%	6%	22%	28%	21%	22%	8%
	2021	18%	26%	**28%**	13%	23%	31%	22%	45%	*	15%	4%	18%	30%	19%	21%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**78%**	68%	75%	80%	83%	83%	*	100%	33%	*	80%	70%	73%	40%
	2021	68%	80%	**78%**	65%	77%	81%	*	87%	*	50%	34%	83%	80%	70%	73%	49%
At Meets Grade Level or Above	2022	53%	64%	**63%**	44%	59%	67%	67%	77%	*	83%	23%	*	65%	55%	57%	26%
	2021	45%	55%	**67%**	52%	64%	69%	*	83%	*	40%	27%	67%	69%	57%	60%	39%
At Masters Grade Level	2022	25%	33%	**16%**	10%	14%	18%	33%	25%	*	8%	4%	*	18%	10%	11%	1%
	2021	18%	26%	**16%**	13%	11%	18%	*	29%	*	20%	1%	0%	18%	9%	11%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**85%**	93%	78%	86%	100%	91%	-	86%	39%	*	86%	83%	81%	66%
	2021	66%	80%	**84%**	86%	77%	86%	*	100%	-	67%	57%	*	85%	80%	78%	64%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	57%	**59%**	52%	55%	60%	80%	77%	-	71%	22%	*	64%	34%	49%	31%
	2021	37%	51%	**50%**	45%	42%	54%	*	64%	-	0%	24%	*	53%	36%	42%	30%
At Masters Grade Level	2022	20%	28%	**25%**	24%	22%	25%	20%	36%	-	71%	4%	*	27%	16%	22%	11%
	2021	18%	25%	**17%**	14%	15%	19%	*	18%	-	0%	3%	*	18%	11%	15%	12%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	85%	**92%**	96%	91%	92%	83%	90%	-	90%	68%	*	93%	86%	89%	77%
	2021	71%	81%	**85%**	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
At Meets Grade Level or Above	2022	47%	59%	**74%**	70%	65%	79%	83%	85%	-	90%	32%	*	78%	61%	69%	41%
	2021	44%	56%	**65%**	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
At Masters Grade Level	2022	21%	26%	**33%**	17%	27%	37%	67%	45%	-	40%	9%	*	35%	25%	24%	8%
	2021	20%	31%	**36%**	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**94%**	71%	92%	99%	*	100%	*	*	81%	*	96%	88%	95%	68%
	2021	73%	83%	**94%**	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
At Meets Grade Level or Above	2022	50%	55%	**79%**	50%	81%	85%	*	92%	*	*	55%	*	81%	73%	78%	60%
	2021	49%	60%	**80%**	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
At Masters Grade Level	2022	30%	32%	**50%**	25%	45%	56%	*	69%	*	*	10%	*	49%	52%	49%	24%
	2021	29%	36%	**55%**	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	**74**	89	73	71	-	83	-	*	56	*	74	76	76	64
	2019	69	66	**66**	58	67	66	*	71	-	80	56	*	67	62	65	63
End of Course Algebra I	2022	67	77	**75**	84	78	70	*	100	-	*	50	*	77	63	74	74
	2019	75	79	**78**	69	76	81	*	71	-	90	56	100	80	73	75	85
All Grades Both Subjects	2022	74	78	**75**	86	75	71	*	86	-	83	54	*	75	70	75	68
	2019	69	70	**72**	64	71	73	60	71	-	85	56	82	73	68	70	72
All Grades ELA/Reading	2022	78	80	**74**	89	73	71	-	83	-	*	56	*	74	76	76	64
	2019	68	69	**66**	58	67	66	*	71	-	80	56	*	67	62	65	63
All Grades Mathematics	2022	69	75	**75**	84	78	70	*	100	-	*	50	*	77	63	74	74
	2019	70	71	**78**	69	76	81	*	71	-	90	56	100	80	73	75	85

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**85%**	-	-	-	-	-	-	56%	-	56%	-	54%	88%	56%	94%
	2021	67%	80%	**84%**	-	-	-	-	-	-	50%	-	50%	-	*	86%	50%	92%
At Meets Grade Level or Above	2022	48%	60%	**67%**	-	-	-	-	-	-	31%	-	31%	-	54%	71%	33%	78%
	2021	41%	53%	**66%**	-	-	-	-	-	-	24%	-	24%	-	*	68%	25%	72%
At Masters Grade Level	2022	23%	30%	**27%**	-	-	-	-	-	-	6%	-	6%	-	23%	29%	7%	43%
	2021	18%	26%	**28%**	-	-	-	-	-	-	6%	-	6%	-	*	30%	6%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**78%**	-	-	-	-	-	-	38%	-	38%	-	40%	82%	38%	91%
	2021	68%	80%	**78%**	-	-	-	-	-	-	36%	-	36%	-	*	81%	38%	100%
At Meets Grade Level or Above	2022	53%	64%	**63%**	-	-	-	-	-	-	23%	-	23%	-	40%	68%	24%	68%
	2021	45%	55%	**67%**	-	-	-	-	-	-	28%	-	28%	-	*	70%	29%	82%
At Masters Grade Level	2022	25%	33%	**16%**	-	-	-	-	-	-	1%	-	1%	-	0%	18%	1%	14%
	2021	18%	26%	**16%**	-	-	-	-	-	-	0%	-	0%	-	*	17%	0%	18%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**85%**	-	-	-	-	-	-	68%	-	68%	-	*	87%	65%	88%
	2021	66%	80%	**84%**	-	-	-	-	-	-	56%	-	56%	-	-	86%	56%	88%
At Meets Grade Level or Above	2022	42%	57%	**59%**	-	-	-	-	-	-	29%	-	29%	-	*	62%	29%	63%
	2021	37%	51%	**50%**	-	-	-	-	-	-	16%	-	16%	-	-	52%	16%	75%
At Masters Grade Level	2022	20%	28%	**25%**	-	-	-	-	-	-	6%	-	6%	-	*	26%	9%	50%
	2021	18%	25%	**17%**	-	-	-	-	-	-	12%	-	12%	-	-	18%	12%	13%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	85%	**92%**	-	-	-	-	-	-	78%	-	78%	-	*	93%	76%	100%
	2021	71%	81%	**85%**	-	-	-	-	-	-	60%	-	60%	-	-	87%	60%	100%
At Meets Grade Level or Above	2022	47%	59%	**74%**	-	-	-	-	-	-	39%	-	39%	-	*	78%	39%	100%
	2021	44%	56%	**65%**	-	-	-	-	-	-	20%	-	20%	-	-	70%	20%	56%
At Masters Grade Level	2022	21%	26%	**33%**	-	-	-	-	-	-	6%	-	6%	-	*	35%	5%	60%
	2021	20%	31%	**36%**	-	-	-	-	-	-	10%	-	10%	-	-	38%	10%	56%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	**94%**	-	-	-	-	-	-	62%	-	62%	-	*	96%	67%	100%
	2021	73%	83%	**94%**	-	-	-	-	-	-	64%	-	64%	-	-	95%	64%	75%

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	55%	**79%**	-	-	-	-	-	-	52%	-	52%	-	*	83%	58%	86%
	2021	49%	60%	**80%**	-	-	-	-	-	-	36%	-	36%	-	-	82%	36%	75%
At Masters Grade Level	2022	30%	32%	**50%**	-	-	-	-	-	-	19%	-	19%	-	*	52%	25%	71%
	2021	29%	36%	**55%**	-	-	-	-	-	-	9%	-	9%	-	-	58%	9%	25%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**75%**	-	-	-	-	-	-	65%	-	65%	-	*	75%	67%	80%
	2019	69%	70%	**72%**	-	-	-	-	-		71%	83%	60%		80%		73%	
All Grades ELA/Reading	2022	78%	80%	**74%**	-	-	-	-	-	-	59%	-	59%	-	*	75%	63%	78%
	2019	68%	69%	**66%**	-	-	-	-	-		61%	*	69%		*		65%	
All Grades Mathematics	2022	69%	75%	**75%**	-	-	-	-	-	-	71%	-	71%	-	*	75%	73%	83%
	2019	70%	71%	**78%**	-	-	-	-	-		80%	94%	*		*		82%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	98%	98%	98%	100%	98%	100%	97%	98%	100%	98%	97%	98%	100%
Included in Accountability	93%	94%	**91%**	88%	86%	96%	95%	91%	50%	91%	92%	50%	96%	75%	91%	75%
Not Included in Accountability: Mobile	5%	4%	**4%**	11%	6%	2%	0%	0%	33%	0%	5%	39%	1%	15%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	0%	5%	0%	5%	8%	17%	6%	2%	11%	1%	7%	3%	23%
Not Tested	1%	1%	**2%**	2%	2%	2%	0%	2%	0%	3%	2%	0%	2%	3%	2%	0%
Absent	1%	1%	**2%**	1%	2%	1%	0%	1%	0%	3%	2%	0%	1%	3%	1%	0%
Other	0%	0%	**0%**	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	99%	99%	100%	100%	100%	*	93%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	**90%**	90%	83%	97%	86%	88%	*	86%	90%	50%	96%	73%	89%	65%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	6%	2%	0%	0%	*	0%	3%	25%	1%	14%	4%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**4%**	0%	9%	1%	14%	12%	*	7%	4%	25%	2%	11%	6%	33%
Not Tested	1%	0%	**1%**	1%	1%	0%	0%	0%	*	7%	2%	0%	1%	1%	1%	0%
Absent	1%	0%	**1%**	1%	1%	0%	0%	0%	*	7%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**96%**	96%	97%	95%	100%	96%	-	100%	98%	*	97%	93%	97%	98%
Included in Accountability	93%	94%	**91%**	84%	88%	94%	100%	92%	-	100%	94%	*	96%	73%	92%	85%
Not Included in Accountability: Mobile	5%	4%	**5%**	12%	7%	2%	0%	0%	-	0%	4%	*	1%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	0%	4%	-	0%	0%	*	0%	4%	2%	10%
Not Tested	1%	1%	**4%**	4%	3%	5%	0%	4%	-	0%	2%	*	3%	7%	3%	2%
Absent	1%	0%	**2%**	0%	2%	2%	0%	0%	-	0%	2%	*	1%	4%	2%	2%
Other	0%	0%	**2%**	4%	1%	3%	0%	4%	-	0%	0%	*	2%	3%	2%	0%
Science																
Assessment Participant	98%	99%	**98%**	98%	97%	97%	100%	100%	*	100%	98%	*	98%	96%	98%	100%
Included in Accountability	93%	94%	**92%**	90%	87%	95%	100%	95%	*	100%	91%	*	96%	78%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	8%	2%	0%	0%	*	0%	7%	*	2%	14%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	5%	*	0%	0%	*	0%	4%	1%	9%
Not Tested	2%	1%	**2%**	2%	3%	3%	0%	0%	*	0%	2%	*	2%	4%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	2%	3%	3%	0%	0%	*	0%	2%	*	2%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	100%	98%	98%	*	96%	*	*	100%	*	99%	96%	99%	100%
Included in Accountability	94%	95%	**93%**	80%	92%	96%	*	93%	*	*	94%	*	98%	75%	93%	83%
Not Included in Accountability: Mobile	4%	3%	**4%**	20%	4%	1%	*	0%	*	*	6%	*	0%	15%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	*	4%	*	*	0%	*	0%	7%	1%	17%
Not Tested	2%	1%	**2%**	0%	2%	2%	*	4%	*	*	0%	*	1%	4%	1%	0%
Absent	1%	1%	**2%**	0%	2%	2%	*	4%	*	*	0%	*	1%	4%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	**86%**	*	92%	84%	*	93%	-	-	*	-	89%	40%	84%	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**94%**	96%	93%	95%	100%	99%	*	83%	95%	100%	95%	91%	93%	92%
Included in Accountability	83%	91%	**91%**	89%	87%	93%	90%	95%	*	74%	88%	94%	94%	78%	89%	77%
Not Included in Accountability: Mobile	3%	3%	**3%**	6%	3%	2%	0%	4%	*	9%	5%	0%	1%	9%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	1%	3%	0%	10%	1%	*	0%	2%	6%	0%	4%	1%	12%
Not Tested	12%	6%	**6%**	4%	7%	5%	0%	1%	*	17%	5%	0%	5%	9%	7%	8%
Absent	2%	1%	**1%**	3%	1%	1%	0%	0%	*	9%	1%	0%	1%	2%	1%	1%
Other	10%	5%	**5%**	1%	6%	4%	0%	1%	*	9%	4%	0%	4%	7%	6%	8%
Reading																
Assessment Participant	89%	95%	**95%**	96%	95%	95%	*	98%	*	85%	98%	100%	95%	95%	93%	90%
Included in Accountability	83%	91%	**91%**	91%	86%	94%	*	93%	*	77%	89%	86%	93%	81%	89%	67%
Not Included in Accountability: Mobile	3%	3%	**2%**	5%	3%	1%	*	4%	*	8%	4%	0%	1%	7%	2%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	0%	6%	0%	*	2%	*	0%	5%	14%	1%	7%	3%	20%
Not Tested	11%	5%	**5%**	4%	5%	5%	*	2%	*	15%	2%	0%	5%	5%	7%	10%
Absent	2%	1%	**1%**	2%	0%	1%	*	0%	*	8%	0%	0%	1%	1%	1%	1%
Other	10%	4%	**4%**	2%	5%	4%	*	2%	*	8%	2%	0%	4%	4%	5%	9%
Mathematics																
Assessment Participant	88%	94%	**93%**	100%	89%	94%	*	100%	-	86%	91%	*	94%	89%	91%	95%
Included in Accountability	84%	91%	**89%**	91%	84%	92%	*	96%	-	86%	84%	*	93%	75%	88%	87%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**3%**	9%	4%	2%	*	4%	-	0%	7%	*	1%	13%	3%	5%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	*	0%	1%	1%	3%
Not Tested	12%	6%	**7%**	0%	11%	6%	*	0%	-	14%	9%	*	6%	11%	9%	5%
Absent	2%	1%	**1%**	0%	1%	1%	*	0%	-	0%	2%	*	1%	0%	1%	0%
Other	10%	5%	**6%**	0%	10%	5%	*	0%	-	14%	7%	*	5%	11%	8%	5%
Science																
Assessment Participant	87%	94%	**95%**	94%	95%	95%	*	100%	*	63%	93%	*	97%	89%	93%	94%
Included in Accountability	84%	91%	**91%**	88%	92%	93%	*	93%	*	63%	89%	*	96%	78%	90%	83%
Not Included in Accountability: Mobile	3%	2%	**3%**	6%	2%	2%	*	7%	*	0%	5%	*	1%	8%	2%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	0%	2%	0%	*	0%	*	0%	0%	*	0%	3%	0%	6%
Not Tested	13%	6%	**5%**	6%	5%	5%	*	0%	*	38%	7%	*	3%	11%	7%	6%
Absent	2%	1%	**1%**	6%	0%	1%	*	0%	*	25%	2%	*	1%	3%	2%	0%
Other	10%	6%	**4%**	0%	5%	4%	*	0%	*	13%	5%	*	3%	8%	5%	6%
Social Studies																
Assessment Participant	87%	93%	**94%**	94%	91%	94%	*	100%	*	100%	95%	*	96%	85%	93%	91%
Included in Accountability	84%	91%	**91%**	87%	90%	92%	*	100%	*	71%	89%	*	95%	72%	91%	86%
Not Included in Accountability: Mobile	3%	2%	**2%**	3%	1%	2%	*	0%	*	29%	3%	*	1%	9%	2%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	3%	0%	0%	*	0%	*	0%	3%	*	0%	4%	0%	5%
Not Tested	13%	7%	**6%**	6%	9%	6%	*	0%	*	0%	5%	*	4%	15%	7%	9%
Absent	3%	1%	**1%**	3%	1%	0%	*	0%	*	0%	0%	*	0%	4%	0%	0%
Other	10%	6%	**5%**	3%	7%	6%	*	0%	*	0%	5%	*	4%	11%	7%	9%
Accelerated Testers																
SAT/ACT Participant	85%	86%	**86%**	*	55%	94%	-	100%	-	*	-	-	90%	57%	67%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**95.4%**	94.0%	95.2%	95.5%	96.5%	98.5%	*	90.5%	94.2%	94.6%	95.4%
2019-20	98.3%	98.9%	**98.7%**	98.5%	98.7%	98.6%	99.4%	99.7%	*	98.6%	98.1%	98.5%	98.7%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**14.3%**	20.3%	15.8%	13.9%	11.1%	3.4%	*	27.6%	22.6%	18.5%	13.3%
2019-20	6.7%	5.2%	**7.5%**	10.5%	6.2%	8.5%	0.0%	0.9%	*	12.0%	13.3%	10.4%	6.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	**1.3%**	0.8%	1.9%	1.2%	0.0%	0.0%	*	3.3%	2.7%	1.8%	2.7%
2019-20	1.6%	0.8%	**0.8%**	0.8%	0.5%	1.1%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	**94.9%**	95.5%	95.7%	94.5%	*	96.3%	-	80.0%	90.0%	90.8%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.1%	**2.1%**	4.5%	1.1%	2.2%	*	3.7%	-	0.0%	3.3%	3.5%	0.0%
Dropped Out	5.8%	3.0%	**3.0%**	0.0%	3.2%	3.3%	*	0.0%	-	20.0%	6.7%	5.6%	0.0%
Graduates and TxCHSE	90.3%	94.9%	**94.9%**	95.5%	95.7%	94.5%	*	96.3%	-	80.0%	90.0%	90.8%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	97.0%	**97.0%**	100.0%	96.8%	96.7%	*	100.0%	-	80.0%	93.3%	94.4%	100.0%
Class of 2020													
Graduated	90.3%	96.7%	**96.7%**	100.0%	95.8%	96.2%	*	100.0%	-	*	93.3%	95.8%	100.0%
Received TxCHSE	0.4%	0.6%	**0.6%**	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.8%	0.0%
Continued HS	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	5.4%	2.7%	**2.7%**	0.0%	2.8%	3.3%	*	0.0%	-	*	6.7%	3.3%	0.0%
Graduates and TxCHSE	90.7%	97.3%	**97.3%**	100.0%	97.2%	96.7%	*	100.0%	-	*	93.3%	96.7%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	97.3%	**97.3%**	100.0%	97.2%	96.7%	*	100.0%	-	*	93.3%	96.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	**96.7%**	100.0%	95.9%	96.2%	*	100.0%	-	*	93.6%	95.9%	100.0%
Received TxCHSE	0.5%	0.9%	**0.9%**	0.0%	1.4%	0.9%	*	0.0%	-	*	2.1%	0.8%	0.0%
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.4%	**2.4%**	0.0%	2.7%	2.8%	*	0.0%	-	*	4.3%	3.3%	0.0%
Graduates and TxCHSE	92.7%	97.6%	**97.6%**	100.0%	97.3%	97.2%	*	100.0%	-	*	95.7%	96.7%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	**97.6%**	100.0%	97.3%	97.2%	*	100.0%	-	*	95.7%	96.7%	100.0%
Class of 2019													
Graduated	92.0%	97.5%	**97.5%**	96.3%	96.6%	98.5%	*	100.0%	-	75.0%	97.5%	96.0%	100.0%
Received TxCHSE	0.5%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	1.3%	0.3%	**0.3%**	0.0%	1.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.9%	**1.9%**	3.7%	2.3%	1.0%	*	0.0%	-	25.0%	2.5%	3.2%	0.0%
Graduates and TxCHSE	92.6%	97.8%	**97.8%**	96.3%	96.6%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	98.1%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	**97.8%**	96.3%	97.7%	98.5%	*	100.0%	-	75.0%	97.5%	96.0%	100.0%
Received TxCHSE	0.6%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.9%	**1.9%**	3.7%	2.3%	1.0%	*	0.0%	-	25.0%	2.5%	3.2%	0.0%
Graduates and TxCHSE	93.2%	98.1%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.1%	**98.1%**	96.3%	97.7%	99.0%	*	100.0%	-	75.0%	97.5%	96.8%	100.0%
Class of 2018													
Graduated	92.6%	93.8%	**93.8%**	100.0%	93.2%	92.3%	-	100.0%	-	*	89.5%	92.8%	83.3%
Received TxCHSE	0.7%	1.6%	**1.6%**	0.0%	1.4%	2.1%	-	0.0%	-	*	0.0%	1.6%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.6%	**4.6%**	0.0%	5.4%	5.6%	-	0.0%	-	*	10.5%	5.6%	16.7%
Graduates and TxCHSE	93.3%	95.4%	**95.4%**	100.0%	94.6%	94.4%	-	100.0%	-	*	89.5%	94.4%	83.3%
Graduates, TxCHSE, and Continuers	93.9%	95.4%	**95.4%**	100.0%	94.6%	94.4%	-	100.0%	-	*	89.5%	94.4%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	**92.1%**	91.3%	93.8%	92.0%	*	92.9%	-	66.7%	69.2%	87.2%	75.0%
Class of 2020	90.3%	94.7%	**94.7%**	100.0%	93.2%	94.4%	*	95.0%	-	*	87.5%	92.0%	85.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	**25.9%**	61.9%	23.3%	25.0%	*	7.7%	-	*	74.1%	35.7%	100.0%
Class of 2020	4.3%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	**73.4%**	38.1%	76.7%	73.8%	*	92.3%	-	*	18.5%	63.6%	0.0%
Class of 2020	83.5%	81.6%	**81.6%**	66.7%	79.7%	81.9%	*	100.0%	-	*	35.7%	72.2%	16.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	**99.4%**	100.0%	100.0%	98.8%	*	100.0%	-	*	92.6%	99.2%	100.0%
Class of 2020	87.8%	81.9%	**81.9%**	66.7%	79.7%	82.4%	*	100.0%	-	*	35.7%	72.2%	16.7%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	*	*	-	-	-	-	-	-	*	*	-
2019-20	38.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	**27.8%**	61.9%	27.4%	26.2%	*	7.7%	-	*	82.1%	37.4%	100.0%
2019-20	4.4%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	**72.2%**	38.1%	72.6%	73.8%	*	92.3%	-	*	17.9%	62.6%	0.0%
2019-20	81.8%	79.2%	**79.2%**	64.0%	77.1%	79.7%	*	95.0%	-	*	31.9%	68.9%	12.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	**99.7%**	95.5%	100.0%	100.0%	*	100.0%	-	*	96.6%	99.2%	100.0%
2019-20	85.8%	79.5%	**79.5%**	64.0%	77.1%	80.2%	*	95.0%	-	*	31.9%	68.9%	12.5%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	318	100.0%	318	358,842
By Ethnicity:				
African American	22	6.9%	22	44,018
Hispanic	95	29.9%	95	183,306
White	168	52.8%	168	103,898
American Indian	3	0.9%	3	1,195
Asian	26	8.2%	26	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	4	1.3%	4	7,842
By Graduation Type:				
Minimum H.S. Program	1	0.3%	1	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	0	0.0%	0	56,281
Foundation H.S. Program (Endorsement)	88	27.7%	88	13,582
Foundation H.S. Program (DLA)	229	72.0%	229	287,316
Special Education Graduates	29	9.1%	29	31,028
Economically Disadvantaged Graduates	132	41.5%	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	2.2%	7	32,809
At-Risk Graduates	103	32.4%	103	155,884
CTE Completers	65	20.4%	65	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	58.5%	**58.5%**	22.7%	53.7%	61.9%	*	88.5%	-	*	96.6%	50.0%	57.1%
2019-20	63.0%	56.2%	**56.2%**	36.0%	48.6%	58.5%	*	80.0%	-	*	48.9%	45.4%	25.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	**41.8%**	9.1%	37.9%	43.5%	*	76.9%	-	*	6.9%	32.6%	28.6%
2019-20	53.4%	43.5%	**43.5%**	12.0%	37.1%	45.3%	*	80.0%	-	*	4.3%	31.1%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	44.0%	**44.0%**	27.3%	31.6%	50.0%	*	73.1%	-	*	0.0%	30.3%	0.0%
2019-20	59.7%	53.2%	**53.2%**	28.0%	48.6%	54.2%	*	85.0%	-	*	8.5%	42.9%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	33.3%	**33.3%**	13.6%	27.4%	34.5%	*	69.2%	-	*	0.0%	22.0%	0.0%
2019-20	47.9%	38.1%	**38.1%**	12.0%	32.9%	39.2%	*	70.0%	-	*	8.5%	26.1%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.0%	**27.0%**	9.1%	22.1%	28.6%	*	57.7%	-	*	0.0%	17.4%	0.0%
2019-20	43.2%	36.9%	**36.9%**	8.0%	31.4%	38.2%	*	70.0%	-	*	4.3%	25.2%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	9.4%	**9.4%**	0.0%	13.7%	7.1%	*	19.2%	-	*	0.0%	7.6%	14.3%
2019-20	21.1%	6.9%	**6.9%**	0.0%	5.7%	6.1%	*	30.0%	-	*	0.0%	4.2%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	31.8%	**31.8%**	0.0%	27.4%	32.1%	*	73.1%	-	*	6.9%	24.2%	14.3%
2019-20	24.6%	28.4%	**28.4%**	8.0%	25.7%	29.2%	*	50.0%	-	*	0.0%	14.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	26.1%	**26.1%**	13.6%	28.4%	26.8%	*	23.1%	-	*	96.6%	26.5%	42.9%
2019-20	18.7%	17.8%	**17.8%**	28.0%	15.7%	18.4%	*	10.0%	-	*	48.9%	17.6%	25.0%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	18.9%	**18.9%**	4.5%	23.2%	19.0%	*	15.4%	-	*	20.7%	19.7%	28.6%
2019-20	13.2%	13.0%	**13.0%**	16.0%	11.4%	13.7%	*	10.0%	-	*	19.1%	14.3%	25.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.3%	**0.3%**	0.0%	0.0%	0.0%	*	3.8%	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.6%	**0.6%**	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	8.8%	**8.8%**	9.1%	7.4%	10.1%	*	3.8%	-	*	96.6%	7.6%	14.3%
2019-20	3.7%	4.5%	**4.5%**	16.0%	2.9%	4.2%	*	0.0%	-	*	31.9%	4.2%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	8.5%	**8.5%**	13.6%	8.4%	8.9%	*	3.8%	-	*	0.0%	4.5%	0.0%
	2019-20	30.1%	6.3%	**6.3%**	8.0%	4.3%	5.7%	*	20.0%	-	*	4.3%	6.7%	0.0%
Mathematics	2020-21	19.4%	9.1%	**9.1%**	0.0%	11.6%	8.9%	*	11.5%	-	*	0.0%	4.5%	0.0%
	2019-20	21.2%	5.4%	**5.4%**	4.0%	5.7%	4.7%	*	10.0%	-	*	4.3%	4.2%	0.0%
Both Subjects	2020-21	14.4%	2.5%	**2.5%**	0.0%	6.3%	1.2%	*	0.0%	-	*	0.0%	1.5%	0.0%
	2019-20	16.4%	2.4%	**2.4%**	0.0%	2.9%	2.4%	*	5.0%	-	*	0.0%	2.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	7.3%	0.6%	**0.6%**	8.0%	0.0%	0.0%	*	0.0%	-	*	2.1%	1.7%	0.0%
Mathematics	2020-21	10.3%	5.3%	**5.3%**	4.5%	4.2%	5.4%	*	7.7%	-	*	0.0%	3.0%	0.0%
	2019-20	9.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	4.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	7.1%	**7.1%**	1.7%	10.6%	4.8%	0.0%	19.7%	*	0.0%	0.0%	6.9%	9.1%
	2020	22.0%	6.2%	**6.2%**	0.0%	7.3%	5.3%	*	17.6%	-	0.0%	0.0%	4.7%	0.0%
English Language Arts	2021	12.1%	1.8%	**1.8%**	1.7%	1.7%	1.5%	0.0%	4.9%	*	0.0%	0.0%	2.2%	0.0%
	2020	12.7%	1.6%	**1.6%**	0.0%	0.6%	1.3%	*	9.8%	-	0.0%	0.0%	1.6%	0.0%
Mathematics	2021	6.1%	3.1%	**3.1%**	0.0%	2.2%	3.0%	0.0%	9.8%	*	0.0%	0.0%	0.9%	4.5%
	2020	6.4%	2.5%	**2.5%**	0.0%	1.8%	2.5%	*	7.8%	-	0.0%	0.0%	1.6%	0.0%
Science	2021	8.7%	1.1%	**1.1%**	0.0%	0.0%	1.0%	0.0%	6.6%	*	0.0%	0.0%	1.3%	0.0%
	2020	9.4%	1.8%	**1.8%**	0.0%	1.8%	1.8%	*	3.9%	-	0.0%	0.0%	1.2%	0.0%
Social Studies	2021	11.6%	1.4%	**1.4%**	0.0%	1.1%	1.3%	0.0%	4.9%	*	0.0%	0.0%	1.3%	0.0%
	2020	12.4%	2.4%	**2.4%**	0.0%	1.2%	2.3%	*	9.8%	-	0.0%	0.0%	2.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	80.4%	**80.4%**	*	84.2%	84.2%	-	75.0%	-	-	-	81.8%	*
	2020	59.0%	73.8%	**73.8%**	-	83.3%	61.9%	-	88.9%	-	-	-	58.3%	-
English Language Arts	2021	42.7%	61.5%	**61.5%**	*	*	66.7%	-	*	-	-	-	57.1%	-
	2020	50.1%	27.3%	**27.3%**	-	*	0.0%	-	60.0%	-	-	-	*	-
Mathematics	2021	49.4%	90.9%	**90.9%**	-	*	100.0%	-	83.3%	-	-	-	*	*
	2020	56.5%	100.0%	**100.0%**	-	*	100.0%	-	*	-	-	-	*	-
Science	2021	41.4%	37.5%	**37.5%**	-	-	*	-	*	-	-	-	*	-
	2020	47.6%	33.3%	**33.3%**	-	*	28.6%	-	*	-	-	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	50.0%	**50.0%**	-	*	40.0%	-	*	-	-	-	*	-
	2020	52.3%	25.0%	**25.0%**	-	*	11.1%	-	60.0%	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	56.3%	**56.3%**	50.0%	38.9%	60.1%	*	96.2%	-	*	17.2%	45.5%	0.0%
	2019-20	76.7%	62.8%	**62.8%**	48.0%	51.4%	65.1%	*	90.0%	-	*	23.4%	51.3%	12.5%
At/Above Criterion for All Examinees	2020-21	32.9%	35.2%	**35.2%**	18.2%	27.0%	36.6%	*	56.0%	-	*	0.0%	28.3%	-
	2019-20	35.7%	54.3%	**54.3%**	16.7%	52.8%	55.1%	*	77.8%	-	*	18.2%	45.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1020	**1020**	907	1007	1025	*	1082	-	*	760	990	-
	2019-20	1019	1069	**1069**	924	1043	1075	880	1177	-	1123	914	1050	780
English Language Arts and Writing	2020-21	504	511	**511**	463	505	514	*	531	-	*	390	500	-
	2019-20	513	539	**539**	461	528	544	430	578	-	597	456	529	370
Mathematics	2020-21	498	509	**509**	445	502	511	*	551	-	*	370	491	-
	2019-20	506	530	**530**	463	515	531	450	599	-	527	457	520	410
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.0	**21.0**	-	22.7	20.7	-	*	-	*	-	*	-
	2019-20	20.2	21.2	**21.2**	18.3	19.0	21.1	-	27.8	-	-	14.7	21.4	-
English Language Arts	2020-21	19.6	20.7	**20.7**	-	23.2	19.9	-	*	-	*	-	*	-
	2019-20	19.9	21.5	**21.5**	18.4	18.7	21.5	-	28.7	-	-	14.1	21.5	-
Mathematics	2020-21	19.9	20.9	**20.9**	-	21.8	21.3	-	*	-	*	-	*	-
	2019-20	20.1	20.7	**20.7**	17.5	19.3	20.4	-	27.3	-	-	15.5	20.6	-
Science	2020-21	20.3	21.1	**21.1**	-	22.3	21.0	-	*	-	*	-	*	-
	2019-20	20.5	21.1	**21.1**	18.3	19.5	21.0	-	26.7	-	-	15.2	21.1	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	35.7%	**35.7%**	21.2%	34.2%	34.1%	55.6%	69.0%	*	24.1%	10.4%	29.2%	6.8%
	2019-20	46.3%	35.6%	**35.6%**	18.9%	31.5%	36.0%	33.3%	67.6%	*	31.8%	11.7%	28.6%	8.2%
English Language Arts	2020-21	16.3%	13.8%	**13.8%**	3.7%	12.1%	13.2%	28.6%	32.5%	*	12.5%	1.9%	10.5%	0.0%
	2019-20	18.2%	15.1%	**15.1%**	4.3%	11.3%	16.4%	0.0%	29.6%	*	27.3%	2.4%	10.4%	0.0%
Mathematics	2020-21	19.3%	11.3%	**11.3%**	5.2%	8.5%	10.5%	44.4%	31.0%	*	4.3%	3.5%	8.5%	1.5%
	2019-20	20.7%	11.3%	**11.3%**	2.5%	9.3%	11.9%	11.1%	26.2%	*	0.0%	1.3%	7.6%	3.5%
Science	2020-21	20.6%	20.9%	**20.9%**	13.8%	18.1%	20.6%	22.2%	40.9%	*	17.4%	4.1%	16.2%	1.5%
	2019-20	22.4%	23.0%	**23.0%**	11.7%	19.4%	24.6%	11.1%	37.0%	*	23.8%	6.2%	16.4%	0.0%
Social Studies	2020-21	22.8%	23.3%	**23.3%**	10.1%	20.8%	21.4%	33.3%	58.6%	*	16.7%	3.3%	18.5%	1.5%
	2019-20	24.6%	21.5%	**21.5%**	10.3%	17.9%	21.4%	11.1%	45.8%	*	27.3%	1.3%	15.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	66.5%	**66.5%**	64.0%	67.1%	69.8%	*	40.0%	-	*	74.5%	66.4%	50.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	55.0%	**55.0%**	44.0%	52.9%	53.8%	*	85.0%	-	*	25.5%	42.0%	12.5%
	2018-19	52.6%	65.4%	**65.4%**	56.0%	72.3%	61.6%	*	82.1%	-	66.7%	34.2%	56.8%	70.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,448	100.0%	4,983	5,402,928	1,448	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.7%	0.3%	0	0.0%	1.2%	0.4%
Pre-Kindergarten	0	0.0%	1.8%	4.1%	0	0.0%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	1.8%	3.5%	0	0.0%	1.8%	3.5%
Kindergarten	0	0.0%	7.4%	6.8%	0	0.0%	7.4%	6.8%
Grade 1	0	0.0%	7.8%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	8.0%	7.1%	0	0.0%	8.0%	7.1%
Grade 4	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	8.2%	7.4%	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	412	28.5%	8.3%	8.8%	412	28.5%	8.2%	8.8%
Grade 10	354	24.4%	7.1%	7.6%	354	24.4%	7.1%	7.5%
Grade 11	310	21.4%	6.2%	7.2%	310	21.4%	6.2%	7.2%
Grade 12	372	25.7%	7.5%	6.7%	372	25.7%	7.4%	6.7%
Ethnic Distribution:								
African American	125	8.6%	8.4%	12.8%	125	8.6%	8.3%	12.8%
Hispanic	401	27.7%	28.9%	52.8%	401	27.7%	29.0%	52.7%
White	772	53.3%	52.0%	26.3%	772	53.3%	52.0%	26.3%
American Indian	11	0.8%	0.4%	0.3%	11	0.8%	0.4%	0.3%
Asian	112	7.7%	7.1%	4.8%	112	7.7%	7.1%	4.8%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	25	1.7%	3.0%	2.9%	25	1.7%	3.0%	2.9%
Sex:								
Female	693	47.9%	48.9%	48.9%	693	47.9%	48.8%	48.8%
Male	755	52.1%	51.1%	51.1%	755	52.1%	51.2%	51.2%
Economically Disadvantaged	601	41.5%	45.8%	60.7%	601	41.5%	45.7%	60.6%
Non-Educationally Disadvantaged	847	58.5%	54.2%	39.3%	847	58.5%	54.3%	39.4%
Section 504 Students	190	13.1%	9.7%	7.4%	190	13.1%	9.6%	7.4%
EB Students/EL	95	6.6%	11.2%	21.7%	95	6.6%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	38	2.5%	1.4%	0.6%				
Students w/ Dyslexia	62	4.3%	5.2%	5.0%	62	4.3%	5.2%	5.0%
Foster Care	3	0.2%	0.3%	0.3%	3	0.2%	0.3%	0.3%
Homeless	8	0.6%	0.3%	1.1%	8	0.6%	0.3%	1.1%
Immigrant	2	0.1%	0.5%	2.0%	2	0.1%	0.5%	2.0%
Migrant	4	0.3%	0.2%	0.3%	4	0.3%	0.2%	0.3%
Title I	0	0.0%	42.9%	64.3%	0	0.0%	42.6%	64.3%
Military Connected	21	1.5%	1.5%	3.3%	21	1.5%	1.5%	3.3%
At-Risk	635	43.9%	39.0%	53.5%	635	43.9%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	88	6.1%	10.6%	21.9%	88	6.1%	10.6%	21.8%
Gifted and Talented Education	65	4.5%	5.7%	8.0%	65	4.5%	5.7%	8.0%
Special Education	173	11.9%	12.3%	11.6%	173	11.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	173							
By Type of Primary Disability Students with Intellectual Disabilities	78	45.1%	37.1%	43.0%				
Students with Physical Disabilities	12	6.9%	25.1%	20.8%				
Students with Autism	32	18.5%	14.2%	14.7%				
Students with Behavioral Disabilities	51	29.5%	22.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	136	9.0%	9.6%	13.6%				
By Ethnicity: African American	19	1.3%	1.4%	2.5%				
Hispanic	36	2.4%	2.6%	6.6%				
White	70	4.6%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	4	0.3%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	0.5%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	8.6%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	2.7%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	70	9.6%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	148	13.1%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.9%	-	0.0%	5.2%
Grade 1	-	6.8%	2.9%	-	14.3%	4.2%
Grade 2	-	2.7%	1.7%	-	3.1%	2.2%
Grade 3	-	1.0%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	1.8%	0.7%
Grade 5	-	0.3%	0.5%	-	1.6%	0.7%
Grade 6	-	1.3%	0.6%	-	0.0%	0.6%
Grade 7	-	1.5%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	10.3%	10.3%	10.5%	3.9%	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.0	18.7
Grade 1	-	20.2	18.7
Grade 2	-	17.5	18.6
Grade 3	-	20.6	18.7
Grade 4	-	20.3	18.8
Grade 5	-	21.2	20.2
Grade 6	-	23.3	19.2
Secondary:			
English/Language Arts	17.5	14.7	16.3
Foreign Languages	20.0	20.0	18.4
Mathematics	20.3	19.2	17.5
Science	19.7	18.9	18.5
Social Studies	20.4	20.1	19.1

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	137.5	100.0%	100.0%	100.0%
Professional Staff:	128.3	93.2%	69.1%	64.1%
Teachers	112.7	81.9%	56.4%	49.3%
Professional Support	10.2	7.4%	8.5%	10.7%
Campus Administration (School Leadership)	5.3	3.9%	3.1%	2.9%
Educational Aides:	9.3	6.8%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,194.0
Part-time Librarians	1.0	n/a	2.0	607.0
Full-time Counselors	5.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	18.9	13.7%	12.2%	52.1%
Teachers by Ethnicity:				
African American	2.0	1.8%	0.8%	11.2%
Hispanic	11.8	10.5%	7.3%	28.9%
White	94.9	84.2%	89.2%	56.4%
American Indian	1.0	0.9%	0.5%	0.3%
Asian	1.0	0.9%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	1.8%	0.8%	1.2%
Teachers by Sex:				
Males	43.7	38.8%	19.4%	24.1%
Females	69.0	61.2%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	3.0	2.7%	0.8%	1.4%
Bachelors	83.4	74.0%	82.8%	72.6%
Masters	24.3	21.5%	15.8%	25.2%
Doctorate	2.0	1.8%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.0	5.3%	4.8%	7.9%
1-5 Years Experience	18.0	16.0%	17.3%	26.7%
6-10 Years Experience	21.0	18.6%	20.9%	20.6%
11-20 Years Experience	32.9	29.2%	29.6%	28.6%
21-30 Years Experience	23.0	20.4%	19.0%	13.2%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	11.9	10.6%	8.4%	2.9%
Number of Students per Teacher	12.8	n/a	13.5	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.8	6.3
Average Years Experience of Principals with District	1.0	4.8	5.4
Average Years Experience of Assistant Principals	2.0	4.5	5.5
Average Years Experience of Assistant Principals with District	2.0	3.4	4.8
Average Years Experience of Teachers:	15.7	14.5	11.1
Average Years Experience of Teachers with District:	10.3	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,109	$50,859	$51,054
1-5 Years Experience	$52,905	$52,891	$54,577
6-10 Years Experience	$56,175	$55,977	$57,746
11-20 Years Experience	$60,753	$60,278	$61,377
21-30 Years Experience	$67,109	$66,095	$65,949
Over 30 Years Experience	$77,461	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$61,204	$60,013	$58,887
Professional Support	$73,362	$74,304	$69,505
Campus Administration (School Leadership)	$94,042	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	0.8%	3.1%	6.2%
Career and Technical Education	16.5	14.6%	4.6%	5.2%
Compensatory Education	2.0	1.7%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	77.6	68.8%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	14.5	12.9%	10.9%	9.6%
Other	1.2	1.1%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: CENTRAL MIDDLE

Campus Number: 123905041

2022 Accountability Rating: B

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	85%	**86%**	77%	84%	88%	*	90%	-	100%	52%	*	86%	86%	77%	85%
	2021	73%	82%	**78%**	64%	82%	79%	*	88%	*	67%	38%	*	81%	69%	71%	82%
At Meets Grade Level or Above	2022	58%	59%	**54%**	32%	58%	54%	*	80%	-	57%	28%	*	56%	48%	41%	61%
	2021	46%	54%	**53%**	32%	56%	57%	*	65%	*	50%	10%	*	56%	47%	39%	53%
At Masters Grade Level	2022	36%	37%	**30%**	23%	32%	31%	*	20%	-	43%	7%	*	30%	29%	17%	36%
	2021	30%	41%	**42%**	24%	47%	43%	*	53%	*	50%	10%	*	44%	37%	28%	38%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	82%	**80%**	59%	78%	86%	*	100%	-	71%	52%	*	81%	76%	69%	82%
	2021	70%	82%	**79%**	60%	80%	82%	*	88%	*	83%	48%	*	80%	77%	69%	82%
At Meets Grade Level or Above	2022	48%	54%	**49%**	27%	48%	54%	*	80%	-	43%	31%	*	50%	48%	33%	55%
	2021	44%	55%	**51%**	32%	54%	54%	*	65%	*	50%	17%	*	56%	38%	36%	56%
At Masters Grade Level	2022	25%	26%	**21%**	5%	24%	20%	*	40%	-	43%	7%	*	22%	19%	13%	21%
	2021	25%	34%	**33%**	20%	37%	30%	*	65%	*	17%	7%	*	38%	19%	24%	41%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	76%	**74%**	50%	72%	81%	*	80%	-	71%	41%	*	77%	64%	57%	70%
	2021	62%	72%	**77%**	63%	75%	83%	*	76%	*	83%	41%	*	78%	72%	65%	76%
At Meets Grade Level or Above	2022	38%	43%	**42%**	9%	38%	50%	*	60%	-	43%	17%	*	45%	33%	23%	42%
	2021	31%	42%	**52%**	25%	56%	55%	*	71%	*	50%	21%	*	56%	40%	41%	56%
At Masters Grade Level	2022	18%	19%	**18%**	5%	12%	24%	*	20%	-	43%	0%	*	20%	14%	3%	12%
	2021	13%	20%	**30%**	17%	33%	27%	*	53%	*	33%	7%	*	32%	23%	21%	32%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	81%	**80%**	68%	86%	78%	*	85%	*	83%	41%	100%	82%	74%	71%	82%
	2021	62%	74%	**73%**	56%	64%	85%	*	73%	-	*	40%	-	78%	61%	67%	65%
At Meets Grade Level or Above	2022	43%	54%	**57%**	40%	64%	52%	*	70%	*	83%	11%	83%	60%	48%	47%	58%
	2021	32%	41%	**37%**	0%	28%	53%	*	55%	-	*	27%	-	43%	24%	25%	18%
At Masters Grade Level	2022	23%	31%	**33%**	16%	38%	29%	*	50%	*	67%	4%	50%	35%	28%	24%	39%
	2021	15%	21%	**20%**	0%	10%	31%	*	36%	-	*	0%	-	22%	16%	11%	12%
Grade 6 Mathematics																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	85%	**84%**	80%	84%	85%	*	95%	*	67%	52%	100%	88%	74%	75%	85%
	2021	68%	84%	**79%**	56%	76%	86%	*	91%	-	*	50%	-	84%	66%	75%	74%
At Meets Grade Level or Above	2022	39%	53%	**50%**	36%	57%	44%	*	80%	*	33%	7%	50%	55%	35%	40%	61%
	2021	36%	56%	**46%**	6%	42%	58%	*	73%	-	*	19%	-	55%	24%	34%	41%
At Masters Grade Level	2022	16%	27%	**25%**	8%	28%	23%	*	55%	*	17%	4%	0%	29%	17%	19%	36%
	2021	15%	24%	**20%**	0%	10%	31%	*	36%	-	*	0%	-	25%	8%	10%	12%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	88%	**89%**	65%	93%	93%	*	92%	-	*	38%	*	93%	80%	84%	86%
	2021	69%	82%	**77%**	61%	79%	79%	-	92%	-	*	18%	*	81%	67%	71%	75%
At Meets Grade Level or Above	2022	56%	69%	**68%**	26%	72%	77%	*	69%	-	*	31%	*	77%	47%	58%	62%
	2021	45%	52%	**49%**	26%	51%	53%	-	67%	-	*	18%	*	53%	38%	42%	42%
At Masters Grade Level	2022	37%	48%	**45%**	13%	39%	59%	*	62%	-	*	15%	*	58%	16%	30%	28%
	2021	25%	31%	**25%**	9%	28%	26%	-	33%	-	*	0%	*	27%	17%	21%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	80%	**73%**	39%	76%	80%	*	92%	-	*	31%	*	83%	51%	65%	66%
	2021	55%	75%	**65%**	30%	67%	71%	-	100%	-	*	10%	*	69%	54%	56%	64%
At Meets Grade Level or Above	2022	31%	51%	**43%**	13%	35%	56%	*	69%	-	*	8%	*	52%	22%	36%	31%
	2021	27%	42%	**32%**	4%	39%	31%	-	64%	-	*	10%	*	36%	21%	27%	27%
At Masters Grade Level	2022	13%	23%	**19%**	0%	13%	28%	*	31%	-	*	0%	*	25%	6%	12%	3%
	2021	12%	18%	**15%**	0%	18%	14%	-	36%	-	*	0%	*	17%	8%	9%	12%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	87%	**85%**	65%	86%	91%	-	92%	-	*	36%	*	88%	76%	81%	79%
	2021	73%	82%	**77%**	67%	83%	77%	*	77%	-	*	35%	-	78%	74%	70%	62%
At Meets Grade Level or Above	2022	58%	67%	**64%**	46%	64%	67%	-	85%	-	*	18%	*	67%	52%	56%	43%
	2021	46%	53%	**46%**	24%	41%	56%	*	46%	-	*	12%	-	49%	36%	34%	29%
At Masters Grade Level	2022	37%	46%	**44%**	31%	43%	43%	-	77%	-	*	0%	*	44%	43%	38%	25%
	2021	21%	27%	**23%**	15%	17%	27%	*	23%	-	*	6%	-	25%	14%	12%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	78%	**68%**	46%	79%	69%	-	86%	-	*	18%	*	70%	63%	68%	73%
	2021	62%	74%	**63%**	52%	61%	66%	*	67%	-	*	21%	-	64%	58%	56%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	40%	49%	**20%**	12%	19%	24%	-	43%	-	*	0%	*	22%	14%	16%	15%
	2021	36%	48%	**31%**	18%	26%	40%	*	33%	-	*	16%	-	31%	30%	23%	26%
At Masters Grade Level	2022	14%	15%	**6%**	0%	7%	7%	-	14%	-	*	0%	*	8%	0%	5%	4%
	2021	11%	8%	**1%**	3%	0%	0%	*	0%	-	*	0%	-	1%	0%	1%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	85%	**86%**	73%	86%	88%	-	100%	-	*	36%	*	89%	76%	82%	79%
	2021	68%	85%	**80%**	65%	78%	84%	*	92%	-	*	45%	-	81%	77%	72%	61%
At Meets Grade Level or Above	2022	45%	58%	**62%**	42%	60%	65%	-	92%	-	*	27%	*	65%	52%	54%	50%
	2021	43%	60%	**54%**	38%	51%	60%	*	62%	-	*	20%	-	56%	49%	43%	39%
At Masters Grade Level	2022	24%	26%	**32%**	8%	36%	31%	-	69%	-	*	9%	*	35%	21%	24%	29%
	2021	24%	38%	**31%**	15%	22%	37%	*	46%	-	*	5%	-	33%	23%	15%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	69%	**70%**	50%	72%	71%	-	100%	-	*	40%	*	72%	63%	60%	57%
	2021	57%	74%	**69%**	47%	67%	74%	*	85%	-	*	30%	-	71%	63%	60%	57%
At Meets Grade Level or Above	2022	31%	34%	**35%**	19%	33%	37%	-	69%	-	*	10%	*	39%	22%	31%	18%
	2021	28%	42%	**38%**	24%	31%	45%	*	46%	-	*	20%	-	39%	35%	30%	22%
At Masters Grade Level	2022	18%	17%	**20%**	4%	28%	17%	-	31%	-	*	0%	*	23%	10%	15%	7%
	2021	14%	17%	**18%**	3%	16%	24%	*	15%	-	*	10%	-	21%	9%	10%	17%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	**100%**	-	100%	100%	-	100%	-	-	-	*	100%	100%	100%	*
	2021	73%	85%	**100%**	*	100%	100%	*	100%	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2022	43%	59%	**80%**	-	87%	68%	-	100%	-	-	-	*	76%	100%	86%	*
	2021	41%	54%	**88%**	*	67%	88%	*	100%	-	-	-	-	90%	*	83%	*
At Masters Grade Level	2022	27%	35%	**60%**	-	53%	58%	-	83%	-	-	-	*	59%	67%	50%	*
	2021	23%	29%	**55%**	*	33%	41%	*	88%	-	-	-	-	53%	*	83%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	**80%**	61%	82%	83%	67%	93%	*	74%	43%	94%	83%	72%	72%	77%
	2021	67%	80%	**75%**	58%	74%	80%	94%	86%	*	82%	36%	100%	78%	68%	67%	70%
At Meets Grade Level or Above	2022	48%	60%	**51%**	28%	52%	53%	56%	75%	*	47%	18%	49%	55%	40%	41%	46%
	2021	41%	53%	**46%**	23%	44%	52%	76%	61%	*	32%	17%	27%	49%	35%	35%	39%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	23%	30%	**28%**	10%	29%	29%	22%	47%	*	35%	4%	26%	31%	19%	19%	22%
	2021	18%	26%	**24%**	10%	22%	26%	71%	41%	*	18%	5%	9%	27%	16%	15%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**85%**	69%	87%	87%	*	89%	*	88%	44%	100%	87%	79%	78%	83%
	2021	68%	80%	**77%**	63%	77%	80%	100%	83%	*	75%	35%	*	80%	68%	70%	72%
At Meets Grade Level or Above	2022	53%	64%	**60%**	36%	65%	61%	*	75%	*	69%	21%	64%	65%	49%	51%	56%
	2021	45%	55%	**47%**	23%	45%	55%	80%	58%	*	33%	15%	*	51%	37%	36%	36%
At Masters Grade Level	2022	25%	33%	**38%**	21%	38%	39%	*	54%	*	50%	6%	43%	41%	28%	28%	33%
	2021	18%	26%	**28%**	13%	27%	32%	80%	38%	*	25%	6%	*	30%	22%	19%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**79%**	56%	81%	82%	*	95%	*	63%	44%	93%	83%	67%	71%	77%
	2021	66%	80%	**73%**	50%	72%	78%	100%	91%	*	77%	36%	*	76%	65%	64%	71%
At Meets Grade Level or Above	2022	42%	57%	**44%**	22%	44%	47%	*	75%	*	31%	15%	43%	48%	33%	34%	43%
	2021	37%	51%	**43%**	17%	42%	48%	60%	68%	*	23%	16%	*	48%	29%	31%	41%
At Masters Grade Level	2022	20%	28%	**21%**	3%	21%	23%	*	45%	*	25%	4%	7%	24%	13%	14%	17%
	2021	18%	25%	**20%**	7%	18%	20%	40%	49%	*	8%	3%	*	23%	10%	13%	20%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	85%	**80%**	63%	80%	85%	*	91%	-	78%	40%	80%	83%	70%	71%	74%
	2021	71%	81%	**78%**	64%	76%	84%	*	83%	*	89%	43%	*	79%	74%	68%	70%
At Meets Grade Level or Above	2022	47%	59%	**52%**	27%	50%	57%	*	78%	-	44%	20%	20%	55%	43%	40%	46%
	2021	44%	56%	**53%**	33%	54%	58%	*	67%	*	44%	20%	*	56%	44%	42%	49%
At Masters Grade Level	2022	21%	26%	**25%**	6%	25%	27%	*	48%	-	33%	3%	20%	27%	18%	15%	20%
	2021	20%	31%	**30%**	16%	28%	32%	*	50%	*	33%	6%	*	32%	23%	18%	25%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**70%**	50%	72%	71%	-	100%	-	*	40%	*	72%	63%	60%	57%
	2021	73%	83%	**69%**	47%	67%	74%	*	85%	-	*	30%	-	71%	63%	60%	57%
At Meets Grade Level or Above	2022	50%	55%	**35%**	19%	33%	37%	-	69%	-	*	10%	*	39%	22%	31%	18%
	2021	49%	60%	**38%**	24%	31%	45%	*	46%	-	*	20%	-	39%	35%	30%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	30%	32%	**20%**	4%	28%	17%	-	31%	-	*	0%	*	23%	10%	15%	7%
	2021	29%	36%	**18%**	3%	16%	24%	*	15%	-	*	10%	-	21%	9%	10%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	45%	**41%**	23%	40%	41%	*	80%	-	43%	21%	*	41%	38%	27%	48%
	2021	34%	45%	**43%**	28%	46%	44%	*	53%	*	50%	10%	*	47%	31%	26%	47%
Reading and Mathematics Including EOC	2022	41%	45%	**41%**	23%	40%	41%	*	80%	-	43%	21%	*	41%	38%	27%	48%
	2021	34%	45%	**43%**	28%	46%	44%	*	53%	*	50%	10%	*	47%	31%	26%	47%
Reading Including EOC	2022	58%	59%	**54%**	32%	58%	54%	*	80%	-	57%	28%	*	56%	48%	41%	61%
	2021	46%	54%	**53%**	32%	56%	57%	*	65%	*	50%	10%	*	56%	47%	39%	53%
Math Including EOC	2022	48%	54%	**49%**	27%	48%	54%	*	80%	-	43%	31%	*	50%	48%	33%	55%
	2021	44%	55%	**51%**	32%	54%	54%	*	65%	*	50%	17%	*	56%	38%	36%	56%
6th Graders																	
Reading and Mathematics	2022	31%	40%	**41%**	32%	48%	33%	*	70%	*	33%	4%	50%	45%	30%	34%	52%
	2021	24%	36%	**31%**	0%	24%	41%	*	55%	-	*	7%	-	38%	13%	18%	18%
Reading and Mathematics Including EOC	2022	31%	40%	**41%**	32%	48%	33%	*	70%	*	33%	4%	50%	45%	30%	34%	52%
	2021	24%	36%	**31%**	0%	24%	41%	*	55%	-	*	7%	-	38%	13%	18%	18%
Reading Including EOC	2022	43%	54%	**57%**	40%	64%	52%	*	70%	*	83%	11%	83%	60%	48%	47%	58%
	2021	32%	41%	**37%**	0%	28%	53%	*	55%	-	*	27%	-	43%	24%	25%	18%
Math Including EOC	2022	40%	53%	**50%**	36%	57%	44%	*	80%	*	33%	7%	50%	55%	35%	40%	61%
	2021	36%	56%	**46%**	6%	42%	58%	*	73%	-	*	19%	-	55%	24%	34%	41%
7th Graders																	
Reading and Mathematics	2022	32%	46%	**41%**	9%	33%	54%	*	69%	-	*	8%	*	50%	20%	35%	31%
	2021	26%	34%	**27%**	4%	33%	25%	-	55%	-	*	10%	*	30%	18%	22%	21%
Reading and Mathematics Including EOC	2022	33%	46%	**41%**	9%	33%	54%	*	69%	-	*	8%	*	50%	20%	35%	31%
	2021	27%	34%	**27%**	4%	33%	25%	-	55%	-	*	10%	*	30%	18%	22%	21%
Reading Including EOC	2022	56%	69%	**68%**	26%	72%	77%	*	69%	-	*	31%	*	77%	47%	58%	62%
	2021	45%	52%	**49%**	26%	51%	53%	-	67%	-	*	18%	*	53%	38%	42%	42%
Math Including EOC	2022	37%	51%	**43%**	13%	35%	56%	*	69%	-	*	8%	*	52%	22%	36%	31%
	2021	32%	42%	**32%**	4%	39%	31%	-	64%	-	*	10%	*	36%	21%	27%	27%
8th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	27%	40%	**19%**	12%	19%	20%	-	43%	-	*	0%	*	20%	14%	15%	15%
	2021	21%	33%	**21%**	9%	17%	30%	*	17%	-	*	12%	-	20%	23%	14%	21%
Reading and Mathematics Including EOC	2022	41%	49%	**33%**	12%	36%	32%	-	69%	-	*	0%	*	35%	27%	26%	21%
	2021	33%	45%	**32%**	12%	24%	42%	*	46%	-	*	12%	-	35%	24%	17%	24%
Reading Including EOC	2022	58%	67%	**64%**	46%	64%	67%	-	85%	-	*	18%	*	67%	52%	56%	43%
	2021	47%	53%	**46%**	24%	41%	56%	*	46%	-	*	12%	-	49%	36%	34%	29%
Math Including EOC	2022	48%	56%	**34%**	12%	36%	35%	-	69%	-	*	0%	*	36%	27%	27%	21%
	2021	43%	57%	**41%**	21%	32%	50%	*	71%	-	*	16%	-	44%	33%	26%	36%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**36%**	19%	36%	37%	*	68%	*	31%	10%	38%	40%	26%	28%	38%
	2021	26%	38%	**31%**	11%	31%	35%	*	49%	*	25%	10%	*	34%	22%	20%	28%
Reading and Mathematics Including EOC	2022	36%	47%	**39%**	19%	40%	39%	*	71%	*	31%	10%	36%	43%	28%	30%	39%
	2021	28%	40%	**34%**	12%	33%	38%	60%	52%	*	25%	10%	*	38%	22%	21%	28%
Reading Including EOC	2022	53%	64%	**60%**	36%	65%	61%	*	75%	*	69%	21%	64%	65%	49%	51%	56%
	2021	41%	51%	**47%**	23%	45%	55%	80%	58%	*	33%	15%	*	51%	37%	36%	36%
Math Including EOC	2022	43%	56%	**44%**	22%	44%	47%	*	75%	*	31%	15%	43%	48%	33%	34%	43%
	2021	37%	52%	**43%**	17%	42%	48%	60%	68%	*	23%	16%	*	48%	29%	31%	41%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2022	87	79	**85**	89	87	81	*	89	-	100	64	*	84	89	87	91
	2019	81	66	**62**	60	62	60	-	85	-	-	64	*	60	67	59	57
Grade 5 Mathematics	2022	79	67	**66**	74	79	58	*	78	-	64	56	*	61	86	74	81
	2019	83	67	**66**	66	65	64	-	80	-	-	71	*	68	60	64	74
Grade 6 ELA/Reading	2022	61	68	**71**	64	71	68	*	84	*	*	61	*	73	64	67	85
	2019	42	46	**49**	57	38	52	*	57	-	*	19	-	50	48	54	40
Grade 6 Mathematics	2022	61	69	**68**	74	69	64	*	84	*	*	72	50	70	60	66	82
	2019	54	59	**55**	63	48	59	*	29	-	*	41	-	55	57	55	43
Grade 7 ELA/Reading	2022	88	95	**97**	100	98	97	*	92	-	*	91	*	97	99	99	96
	2019	77	78	**78**	72	78	79	*	84	-	*	81	-	79	75	75	77
Grade 7 Mathematics	2022	60	65	**66**	70	61	67	*	71	-	*	50	*	66	65	62	57
	2019	62	70	**57**	48	51	62	*	78	-	*	50	-	60	49	53	60
Grade 8 ELA/Reading	2022	83	84	**80**	58	82	82	-	82	-	*	50	*	82	72	79	83
	2019	77	83	**77**	71	82	72	*	83	-	*	65	*	79	73	79	90
Grade 8 Mathematics	2022	74	80	**72**	83	77	64	-	67	-	*	35	*	72	70	78	80
	2019	82	73	**85**	78	82	87	*	100	-	*	46	-	85	84	85	85
End of Course Algebra I	2022	67	77	**72**	-	79	66	-	*	-	-	-	*	72	*	77	*
	2019	75	79	**79**	*	63	81	-	86	-	*	-	*	81	*	70	100
All Grades Both Subjects	2022	74	78	**75**	76	78	72	69	82	*	80	61	74	75	76	76	82
	2019	69	70	**65**	63	62	66	80	73	-	63	56	83	66	63	64	65
All Grades ELA/Reading	2022	78	80	**83**	77	84	81	*	86	*	100	65	96	83	81	82	89
	2019	68	69	**66**	64	65	65	80	77	-	50	60	*	66	65	66	64
All Grades Mathematics	2022	69	75	**68**	75	71	63	*	77	*	61	57	54	67	70	70	76
	2019	70	71	**64**	63	60	66	80	68	-	75	51	*	65	61	62	67

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2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**80%**	88%	*	-	-	89%	-	72%	100%	71%	-	90%	80%	75%	100%
	2021	67%	80%	**75%**	73%	-	-	-	-	73%	58%	-	58%	-	89%	76%	62%	99%
At Meets Grade Level or Above	2022	48%	60%	**51%**	63%	*	-	-	66%	-	38%	88%	37%	-	52%	50%	43%	89%
	2021	41%	53%	**46%**	42%	-	-	-	-	42%	25%	-	25%	-	33%	46%	28%	77%
At Masters Grade Level	2022	23%	30%	**28%**	24%	*	-	-	26%	-	19%	25%	19%	-	24%	28%	20%	61%
	2021	18%	26%	**24%**	17%	-	-	-	-	17%	10%	-	10%	-	0%	24%	11%	52%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**85%**	100%	*	-	-	100%	-	77%	*	76%	-	100%	84%	81%	100%
	2021	68%	80%	**77%**	68%	-	-	-	-	68%	62%	-	62%	-	*	77%	64%	100%
At Meets Grade Level or Above	2022	53%	64%	**60%**	73%	*	-	-	71%	-	46%	*	44%	-	86%	60%	52%	100%
	2021	45%	55%	**47%**	26%	-	-	-	-	26%	27%	-	27%	-	*	49%	29%	69%
At Masters Grade Level	2022	25%	33%	**38%**	33%	*	-	-	36%	-	25%	*	25%	-	43%	38%	27%	72%
	2021	18%	26%	**28%**	11%	-	-	-	-	11%	13%	-	13%	-	*	29%	12%	56%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**79%**	80%	*	-	-	86%	-	74%	*	73%	-	86%	78%	75%	100%
	2021	66%	80%	**73%**	68%	-	-	-	-	68%	59%	-	59%	-	*	73%	62%	100%
At Meets Grade Level or Above	2022	42%	57%	**44%**	60%	*	-	-	64%	-	35%	*	33%	-	29%	43%	38%	83%
	2021	37%	51%	**43%**	42%	-	-	-	-	42%	27%	-	27%	-	*	43%	29%	81%
At Masters Grade Level	2022	20%	28%	**21%**	27%	*	-	-	29%	-	14%	*	14%	-	14%	21%	16%	52%
	2021	18%	25%	**20%**	21%	-	-	-	-	21%	11%	-	11%	-	*	19%	13%	51%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	85%	**80%**	82%	*	-	-	80%	-	66%	*	64%	-	100%	81%	72%	100%
	2021	71%	81%	**78%**	90%	-	-	-	-	90%	52%	-	52%	-	*	80%	62%	94%
At Meets Grade Level or Above	2022	47%	59%	**52%**	55%	*	-	-	60%	-	39%	*	38%	-	60%	52%	44%	90%
	2021	44%	56%	**53%**	70%	-	-	-	-	70%	26%	-	26%	-	*	54%	36%	88%
At Masters Grade Level	2022	21%	26%	**25%**	9%	*	-	-	10%	-	22%	*	23%	-	20%	25%	19%	60%
	2021	20%	31%	**30%**	20%	-	-	-	-	20%	13%	-	13%	-	*	31%	14%	50%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	**70%**	-	-	-	-	-	-	56%	-	56%	-	*	71%	56%	100%
	2021	73%	83%	**69%**	-	-	-	-	-	-	38%	-	38%	-	-	71%	38%	100%

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	55%	**35%**	-	-	-	-	-	-	20%	-	20%	-	*	37%	19%	71%
	2021	49%	60%	**38%**	-	-	-	-	-	-	0%	-	0%	-	-	41%	0%	63%
At Masters Grade Level	2022	30%	32%	**20%**	-	-	-	-	-	-	8%	-	8%	-	*	20%	7%	57%
	2021	29%	36%	**18%**	-	-	-	-	-	-	0%	-	0%	-	-	19%	0%	50%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**75%**	92%	*	-	-	92%	-	81%	83%	81%	-	83%	74%	83%	78%
	2019	69%	70%	**65%**	57%	57%	-	-	-		61%	67%	39%		*		60%	
All Grades ELA/Reading	2022	78%	80%	**83%**	92%	*	-	-	91%	-	86%	*	86%	-	100%	81%	88%	90%
	2019	68%	69%	**66%**	48%	48%	-	-	-		65%	72%	39%		*		59%	
All Grades Mathematics	2022	69%	75%	**68%**	93%	*	-	-	92%	-	77%	*	77%	-	67%	66%	78%	66%
	2019	70%	71%	**64%**	68%	68%	-	-	-		57%	63%	40%		*		62%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	*	96%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**94%**	94%	93%	95%	100%	96%	*	78%	88%	74%	98%	84%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**5%**	6%	4%	4%	0%	0%	*	18%	8%	26%	2%	12%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	4%	*	0%	3%	0%	0%	3%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	*	4%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	*	4%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	*	100%	*	95%	99%	100%	100%	100%	99%	100%
Included in Accountability	92%	94%	**94%**	94%	93%	95%	*	97%	*	76%	90%	74%	98%	83%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	6%	5%	4%	*	0%	*	19%	7%	26%	1%	13%	5%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	*	3%	*	0%	2%	0%	0%	3%	1%	5%
Not Tested	1%	0%	**0%**	0%	0%	1%	*	0%	*	5%	1%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	*	0%	*	5%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	95%	99%	100%	100%	100%	99%	100%
Included in Accountability	93%	94%	**94%**	94%	93%	95%	*	97%	*	76%	90%	74%	98%	83%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	6%	5%	4%	*	0%	*	19%	7%	26%	1%	13%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	3%	*	0%	2%	0%	0%	3%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	5%	1%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	*	0%	*	5%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	94%	**94%**	94%	94%	96%	*	96%	-	82%	87%	71%	97%	86%	96%	97%
Not Included in Accountability: Mobile	4%	4%	**5%**	6%	4%	4%	*	0%	-	18%	9%	29%	2%	11%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	4%	-	0%	4%	0%	0%	3%	0%	3%
Not Tested	2%	1%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	98%	99%	-	100%	-	*	93%	*	99%	98%	98%	100%
Included in Accountability	94%	95%	**95%**	96%	95%	95%	-	93%	-	*	67%	*	98%	87%	96%	93%
Not Included in Accountability: Mobile	4%	3%	**2%**	4%	0%	4%	-	0%	-	*	13%	*	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	0%	-	7%	-	*	13%	*	0%	6%	0%	7%
Not Tested	2%	1%	**1%**	0%	2%	1%	-	0%	-	*	7%	*	1%	2%	2%	0%
Absent	1%	1%	**1%**	0%	2%	1%	-	0%	-	*	7%	*	1%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**92%**	87%	93%	93%	100%	98%	*	90%	87%	93%	93%	92%	92%	95%
Included in Accountability	83%	91%	**89%**	85%	88%	90%	100%	94%	*	90%	82%	73%	92%	81%	90%	91%
Not Included in Accountability: Mobile	3%	3%	**3%**	2%	3%	3%	0%	4%	*	0%	4%	20%	1%	9%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	12%	6%	**8%**	13%	7%	7%	0%	2%	*	10%	13%	7%	7%	8%	8%	5%
Absent	2%	1%	**2%**	1%	3%	2%	0%	1%	*	2%	3%	7%	2%	2%	2%	3%
Other	10%	5%	**6%**	12%	5%	5%	0%	2%	*	7%	11%	0%	6%	6%	6%	2%
Reading																
Assessment Participant	89%	95%	**92%**	86%	94%	92%	100%	98%	*	86%	84%	80%	92%	93%	92%	98%
Included in Accountability	83%	91%	**88%**	84%	88%	89%	100%	95%	*	86%	79%	60%	91%	81%	89%	91%
Not Included in Accountability: Mobile	3%	3%	**3%**	3%	3%	3%	0%	4%	*	0%	3%	20%	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	3%	0%	0%	0%	*	0%	1%	0%	0%	2%	1%	5%
Not Tested	11%	5%	**8%**	14%	6%	8%	0%	2%	*	14%	16%	20%	8%	7%	8%	2%
Absent	2%	1%	**2%**	1%	1%	2%	0%	0%	*	7%	4%	20%	2%	0%	2%	1%
Other	10%	4%	**6%**	13%	5%	6%	0%	2%	*	7%	12%	0%	6%	6%	6%	1%
Mathematics																
Assessment Participant	88%	94%	**92%**	87%	92%	93%	100%	98%	*	93%	86%	100%	93%	91%	92%	94%
Included in Accountability	84%	91%	**89%**	84%	88%	90%	100%	95%	*	93%	82%	80%	92%	81%	90%	90%
Not Included in Accountability: Mobile	4%	3%	**3%**	3%	3%	3%	0%	4%	*	0%	3%	20%	1%	9%	2%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	12%	6%	**8%**	13%	8%	7%	0%	2%	*	7%	14%	0%	7%	9%	8%	6%
Absent	2%	1%	**2%**	0%	3%	2%	0%	2%	*	0%	2%	0%	2%	2%	2%	4%
Other	10%	5%	**6%**	13%	5%	5%	0%	0%	*	7%	12%	0%	6%	7%	6%	2%
Science																
Assessment Participant	87%	94%	**92%**	88%	92%	92%	*	97%	*	90%	89%	*	93%	89%	92%	95%
Included in Accountability	84%	91%	**89%**	88%	88%	90%	*	91%	*	90%	86%	*	93%	80%	90%	92%
Not Included in Accountability: Mobile	3%	2%	**3%**	0%	4%	3%	*	6%	*	0%	4%	*	0%	9%	1%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	*	0%	1%	0%	2%
Not Tested	13%	6%	**8%**	12%	8%	8%	*	3%	*	10%	11%	*	7%	11%	8%	5%
Absent	2%	1%	**1%**	0%	2%	1%	*	0%	*	0%	2%	*	0%	2%	0%	3%
Other	10%	6%	**7%**	12%	6%	7%	*	3%	*	10%	9%	*	7%	9%	8%	2%
Social Studies																
Assessment Participant	87%	93%	**92%**	89%	92%	92%	*	93%	-	*	96%	-	91%	94%	94%	92%
Included in Accountability	84%	91%	**89%**	89%	90%	88%	*	87%	-	*	87%	-	91%	83%	92%	88%
Not Included in Accountability: Mobile	3%	2%	**3%**	0%	2%	4%	*	7%	-	*	9%	-	0%	12%	2%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	-	0%	0%	0%	0%
Not Tested	13%	7%	**8%**	11%	8%	8%	*	7%	-	*	4%	-	9%	6%	6%	8%
Absent	3%	1%	**1%**	0%	2%	1%	*	0%	-	*	0%	-	1%	2%	0%	4%
Other	10%	6%	**7%**	11%	6%	6%	*	7%	-	*	4%	-	8%	4%	6%	4%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**97.4%**	97.0%	97.0%	97.6%	97.4%	99.1%	*	95.9%	96.2%	96.7%	97.1%
2019-20	98.3%	98.9%	**98.8%**	98.5%	98.9%	98.8%	*	99.6%	-	97.3%	98.2%	98.7%	98.9%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**5.0%**	6.7%	7.3%	3.8%	0.0%	0.0%	*	5.6%	12.5%	8.0%	6.2%
2019-20	6.7%	5.2%	**5.4%**	9.3%	3.6%	5.4%	14.3%	0.0%	-	20.0%	12.1%	7.1%	7.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	**0.5%**	0.0%	0.0%	1.1%	*	0.0%	-	0.0%	2.3%	0.8%	0.0%
2019-20	0.5%	0.5%	**0.5%**	1.2%	0.8%	0.0%	*	0.0%	-	0.0%	1.9%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	741	100.0%	4,983	5,402,928	741	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.7%	0.3%	0	0.0%	1.2%	0.4%
Pre-Kindergarten	0	0.0%	1.8%	4.1%	0	0.0%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	1.8%	3.5%	0	0.0%	1.8%	3.5%
Kindergarten	0	0.0%	7.4%	6.8%	0	0.0%	7.4%	6.8%
Grade 1	0	0.0%	7.8%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	8.0%	7.1%	0	0.0%	8.0%	7.1%
Grade 4	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	176	23.8%	7.6%	7.2%	176	23.8%	7.6%	7.2%
Grade 6	210	28.3%	8.2%	7.4%	210	28.3%	8.2%	7.4%
Grade 7	171	23.1%	7.4%	7.7%	171	23.1%	7.3%	7.7%
Grade 8	184	24.8%	7.8%	7.9%	184	24.8%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	107	14.4%	8.4%	12.8%	107	14.4%	8.3%	12.8%
Hispanic	237	32.0%	28.9%	52.8%	237	32.0%	29.0%	52.7%
White	315	42.5%	52.0%	26.3%	315	42.5%	52.0%	26.3%
American Indian	4	0.5%	0.4%	0.3%	4	0.5%	0.4%	0.3%
Asian	58	7.8%	7.1%	4.8%	58	7.8%	7.1%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	19	2.6%	3.0%	2.9%	19	2.6%	3.0%	2.9%
Sex:								
Female	357	48.2%	48.9%	48.9%	357	48.2%	48.8%	48.8%
Male	384	51.8%	51.1%	51.1%	384	51.8%	51.2%	51.2%
Economically Disadvantaged	371	50.1%	45.8%	60.7%	371	50.1%	45.7%	60.6%
Non-Educationally Disadvantaged	370	49.9%	54.2%	39.3%	370	49.9%	54.3%	39.4%
Section 504 Students	94	12.7%	9.7%	7.4%	94	12.7%	9.6%	7.4%
EB Students/EL	115	15.5%	11.2%	21.7%	115	15.5%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	20	2.5%	1.4%	0.6%				
Students w/ Dyslexia	54	7.3%	5.2%	5.0%	54	7.3%	5.2%	5.0%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	1	0.1%	0.3%	1.1%	1	0.1%	0.3%	1.1%
Immigrant	1	0.1%	0.5%	2.0%	1	0.1%	0.5%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	741	100.0%	42.9%	64.3%	741	100.0%	42.6%	64.3%
Military Connected	7	0.9%	1.5%	3.3%	7	0.9%	1.5%	3.3%
At-Risk	377	50.9%	39.0%	53.5%	377	50.9%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	108	14.6%	10.6%	21.9%	108	14.6%	10.6%	21.8%
Gifted and Talented Education	40	5.4%	5.7%	8.0%	40	5.4%	5.7%	8.0%
Special Education	91	12.3%	12.3%	11.6%	91	12.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability Students with Intellectual Disabilities	40	44.0%	37.1%	43.0%				
Students with Physical Disabilities	10	11.0%	25.1%	20.8%				
Students with Autism	15	16.5%	14.2%	14.7%				
Students with Behavioral Disabilities	26	28.6%	22.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	73	9.1%	9.6%	13.6%				
By Ethnicity: African American	9	1.1%	1.4%	2.5%				
Hispanic	20	2.5%	2.6%	6.6%				
White	32	4.0%	4.5%	3.5%				
American Indian	3	0.4%	0.1%	0.1%				
Asian	5	0.6%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	15	14.4%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	9.6%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	39	8.5%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	89	15.8%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.9%	-	0.0%	5.2%
Grade 1	-	6.8%	2.9%	-	14.3%	4.2%
Grade 2	-	2.7%	1.7%	-	3.1%	2.2%
Grade 3	-	1.0%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	1.8%	0.7%
Grade 5	0.6%	0.3%	0.5%	2.9%	1.6%	0.7%
Grade 6	0.0%	1.3%	0.6%	0.0%	0.0%	0.6%
Grade 7	2.4%	1.5%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.0	18.7
Grade 1	-	20.2	18.7
Grade 2	-	17.5	18.6
Grade 3	-	20.6	18.7
Grade 4	-	20.3	18.8
Grade 5	20.4	21.2	20.2
Grade 6	25.6	23.3	19.2
Secondary:			
English/Language Arts	12.0	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	17.8	19.2	17.5
Science	19.4	18.9	18.5
Social Studies	19.4	20.1	19.1

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	80.0	100.0%	100.0%	100.0%
Professional Staff:	71.0	88.7%	69.1%	64.1%
Teachers	58.8	73.5%	56.4%	49.3%
Professional Support	8.8	11.0%	8.5%	10.7%
Campus Administration (School Leadership)	3.3	4.2%	3.1%	2.9%
Educational Aides:	9.0	11.3%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	3.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	7.0	8.8%	12.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	3.0	5.1%	7.3%	28.9%
White	53.8	91.5%	89.2%	56.4%
American Indian	1.0	1.7%	0.5%	0.3%
Asian	1.0	1.7%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	7.7	13.1%	19.4%	24.1%
Females	51.1	86.9%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	49.0	83.3%	82.8%	72.6%
Masters	9.8	16.7%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.7	1.2%	4.8%	7.9%
1-5 Years Experience	9.0	15.3%	17.3%	26.7%
6-10 Years Experience	14.7	25.0%	20.9%	20.6%
11-20 Years Experience	21.4	36.4%	29.6%	28.6%
21-30 Years Experience	12.0	20.4%	19.0%	13.2%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	1.7%	8.4%	2.9%
Number of Students per Teacher	12.6	n/a	13.5	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.8	6.3
Average Years Experience of Principals with District	2.0	4.8	5.4
Average Years Experience of Assistant Principals	9.0	4.5	5.5
Average Years Experience of Assistant Principals with District	3.5	3.4	4.8
Average Years Experience of Teachers:	13.8	14.5	11.1
Average Years Experience of Teachers with District:	7.8	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,395	$50,859	$51,054
1-5 Years Experience	$53,295	$52,891	$54,577
6-10 Years Experience	$56,002	$55,977	$57,746
11-20 Years Experience	$60,453	$60,278	$61,377
21-30 Years Experience	$66,500	$66,095	$65,949
Over 30 Years Experience	$77,250	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,643	$60,013	$58,887
Professional Support	$72,184	$74,304	$69,505
Campus Administration (School Leadership)	$91,536	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	2.9%	3.1%	6.2%
Career and Technical Education	0.0	0.0%	4.6%	5.2%
Compensatory Education	2.2	3.7%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	43.4	73.7%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	6.3	10.7%	10.9%	9.6%
Other	5.2	8.9%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: WILSON MIDDLE

Campus Number: 123905042

2022 Accountability Rating: B

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Mathematics**
- **Top 25 Percent: Comparative Academic Growth**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	85%	**84%**	80%	83%	85%	-	75%	-	*	30%	100%	87%	72%	69%	79%
	2021	73%	82%	**86%**	67%	77%	90%	-	100%	*	67%	52%	*	86%	84%	74%	76%
At Meets Grade Level or Above	2022	58%	59%	**63%**	60%	60%	68%	-	50%	-	*	11%	80%	64%	60%	51%	58%
	2021	46%	54%	**55%**	11%	52%	63%	-	75%	*	17%	31%	*	56%	51%	43%	35%
At Masters Grade Level	2022	36%	37%	**43%**	30%	38%	47%	-	42%	-	*	4%	40%	44%	40%	30%	26%
	2021	30%	41%	**39%**	11%	35%	43%	-	63%	*	17%	14%	*	39%	41%	29%	24%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	82%	**84%**	80%	85%	82%	-	92%	-	*	26%	100%	86%	77%	66%	79%
	2021	70%	82%	**85%**	56%	81%	91%	-	100%	*	50%	55%	*	85%	86%	77%	82%
At Meets Grade Level or Above	2022	48%	54%	**59%**	50%	62%	57%	-	83%	-	*	11%	100%	61%	53%	38%	47%
	2021	44%	55%	**59%**	11%	63%	65%	-	75%	*	25%	24%	*	63%	46%	49%	53%
At Masters Grade Level	2022	25%	26%	**30%**	10%	35%	32%	-	25%	-	*	0%	60%	33%	23%	14%	16%
	2021	25%	34%	**36%**	11%	38%	40%	-	38%	*	8%	7%	*	36%	32%	28%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	76%	**77%**	60%	69%	81%	-	92%	-	*	27%	100%	78%	74%	61%	63%
	2021	62%	72%	**68%**	11%	70%	72%	-	88%	*	42%	45%	*	68%	65%	51%	63%
At Meets Grade Level or Above	2022	38%	43%	**45%**	20%	39%	49%	-	58%	-	*	12%	40%	45%	43%	28%	26%
	2021	31%	42%	**32%**	11%	30%	37%	-	38%	*	0%	17%	*	33%	30%	21%	13%
At Masters Grade Level	2022	18%	19%	**21%**	10%	14%	25%	-	25%	-	*	0%	0%	23%	13%	12%	0%
	2021	13%	20%	**10%**	0%	3%	13%	-	13%	*	0%	3%	*	10%	11%	4%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	81%	**83%**	22%	82%	90%	*	100%	*	57%	50%	*	85%	76%	75%	60%
	2021	62%	74%	**75%**	60%	74%	75%	-	88%	*	80%	41%	67%	78%	56%	68%	67%
At Meets Grade Level or Above	2022	43%	54%	**52%**	11%	53%	56%	*	100%	*	29%	17%	*	52%	56%	43%	20%
	2021	32%	41%	**44%**	0%	35%	46%	-	63%	*	40%	18%	50%	46%	32%	35%	40%
At Masters Grade Level	2022	23%	31%	**30%**	11%	35%	33%	*	33%	*	7%	4%	*	32%	21%	16%	7%
	2021	15%	21%	**22%**	0%	13%	26%	-	13%	*	20%	6%	17%	24%	12%	17%	13%
Grade 6 Mathematics																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	85%	**87%**	56%	88%	92%	*	100%	*	50%	42%	*	88%	82%	82%	67%
	2021	68%	84%	**88%**	60%	84%	89%	-	100%	*	100%	59%	83%	90%	76%	79%	80%
At Meets Grade Level or Above	2022	39%	53%	**56%**	11%	68%	58%	*	100%	*	29%	17%	*	59%	44%	45%	60%
	2021	36%	56%	**64%**	40%	68%	65%	-	63%	*	40%	35%	67%	67%	48%	52%	53%
At Masters Grade Level	2022	16%	27%	**29%**	11%	24%	36%	*	17%	*	0%	8%	*	31%	21%	17%	7%
	2021	15%	24%	**28%**	0%	16%	32%	-	38%	*	0%	18%	33%	28%	24%	15%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	88%	**87%**	88%	86%	86%	-	90%	*	86%	53%	100%	90%	73%	82%	92%
	2021	69%	82%	**86%**	89%	83%	87%	-	89%	-	67%	41%	100%	88%	75%	78%	76%
At Meets Grade Level or Above	2022	56%	69%	**69%**	63%	61%	70%	-	80%	*	86%	26%	83%	74%	54%	58%	46%
	2021	45%	52%	**54%**	33%	46%	59%	-	56%	-	67%	29%	40%	55%	50%	46%	29%
At Masters Grade Level	2022	37%	48%	**51%**	50%	36%	54%	-	50%	*	86%	26%	50%	55%	39%	39%	15%
	2021	25%	31%	**37%**	33%	35%	35%	-	56%	-	67%	18%	40%	36%	41%	32%	29%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	80%	**85%**	63%	86%	85%	-	100%	*	100%	53%	100%	89%	73%	78%	85%
	2021	55%	75%	**84%**	89%	79%	85%	-	100%	-	67%	41%	100%	88%	66%	80%	82%
At Meets Grade Level or Above	2022	31%	51%	**58%**	38%	50%	59%	-	90%	*	43%	21%	83%	61%	44%	39%	54%
	2021	27%	42%	**50%**	56%	44%	52%	-	67%	-	33%	24%	40%	54%	31%	45%	24%
At Masters Grade Level	2022	13%	23%	**26%**	13%	14%	28%	-	60%	*	29%	5%	0%	30%	15%	12%	8%
	2021	12%	18%	**21%**	33%	13%	22%	-	44%	-	17%	0%	0%	21%	22%	21%	18%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	87%	**89%**	83%	88%	89%	-	92%	-	100%	36%	*	92%	76%	82%	81%
	2021	73%	82%	**88%**	86%	81%	90%	*	*	-	*	41%	*	89%	79%	81%	80%
At Meets Grade Level or Above	2022	58%	67%	**70%**	67%	67%	71%	-	75%	-	80%	27%	*	74%	53%	58%	63%
	2021	46%	53%	**61%**	29%	62%	61%	*	*	-	*	18%	*	60%	62%	58%	47%
At Masters Grade Level	2022	37%	46%	**48%**	33%	49%	46%	-	67%	-	80%	18%	*	52%	34%	39%	44%
	2021	21%	27%	**32%**	29%	30%	33%	*	*	-	*	12%	*	28%	48%	28%	27%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	78%	**87%**	83%	89%	85%	-	100%	-	*	33%	*	89%	79%	79%	73%
	2021	62%	74%	**87%**	50%	87%	88%	*	*	-	*	35%	*	87%	85%	84%	93%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	40%	49%	**72%**	75%	74%	69%	-	78%	-	*	10%	*	77%	53%	64%	60%
	2021	36%	48%	**67%**	33%	64%	71%	*	*	-	*	18%	*	70%	58%	54%	64%
At Masters Grade Level	2022	14%	15%	**22%**	33%	21%	18%	-	56%	-	*	0%	*	24%	12%	17%	13%
	2021	11%	8%	**16%**	33%	13%	15%	*	*	-	*	6%	*	16%	15%	9%	14%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	85%	**85%**	67%	86%	86%	-	92%	-	80%	32%	*	88%	74%	74%	63%
	2021	68%	85%	**90%**	86%	88%	91%	*	*	-	*	39%	*	90%	93%	86%	88%
At Meets Grade Level or Above	2022	45%	58%	**55%**	25%	49%	57%	-	75%	-	80%	14%	*	60%	34%	38%	25%
	2021	43%	60%	**66%**	57%	53%	71%	*	*	-	*	11%	*	65%	70%	54%	44%
At Masters Grade Level	2022	24%	26%	**21%**	0%	20%	21%	-	50%	-	20%	0%	*	23%	13%	18%	19%
	2021	24%	38%	**46%**	29%	35%	50%	*	*	-	*	11%	*	48%	40%	39%	25%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	69%	**69%**	67%	59%	72%	-	83%	-	60%	27%	*	75%	42%	55%	50%
	2021	57%	74%	**78%**	71%	71%	81%	*	*	-	*	28%	*	78%	80%	73%	63%
At Meets Grade Level or Above	2022	31%	34%	**33%**	17%	33%	33%	-	42%	-	40%	9%	*	35%	24%	22%	31%
	2021	28%	42%	**45%**	29%	53%	41%	*	*	-	*	11%	*	45%	47%	41%	44%
At Masters Grade Level	2022	18%	17%	**15%**	8%	8%	19%	-	17%	-	20%	5%	*	18%	5%	8%	6%
	2021	14%	17%	**16%**	14%	16%	14%	*	*	-	*	0%	*	15%	20%	17%	31%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	**100%**	-	*	100%	-	*	-	*	*	-	100%	*	100%	*
	2021	73%	85%	**100%**	*	100%	100%	*	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	43%	59%	**100%**	-	*	100%	-	*	-	*	*	-	100%	*	100%	*
	2021	41%	54%	**95%**	*	100%	92%	*	*	-	-	*	-	97%	80%	93%	*
At Masters Grade Level	2022	27%	35%	**100%**	-	*	100%	-	*	-	*	*	-	100%	*	100%	*
	2021	23%	29%	**85%**	*	100%	76%	*	*	-	-	*	-	86%	80%	79%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	**83%**	69%	82%	85%	*	91%	*	74%	37%	100%	86%	73%	73%	72%
	2021	67%	80%	**83%**	67%	80%	86%	88%	94%	100%	67%	44%	93%	85%	76%	75%	76%
At Meets Grade Level or Above	2022	48%	60%	**58%**	40%	56%	59%	*	73%	*	45%	16%	73%	60%	48%	44%	45%
	2021	41%	53%	**54%**	28%	52%	56%	63%	67%	40%	32%	22%	60%	55%	47%	44%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	23%	30%	**32%**	19%	27%	34%	*	42%	*	23%	6%	29%	34%	23%	21%	15%
	2021	18%	26%	**27%**	18%	23%	29%	50%	41%	20%	15%	8%	28%	27%	27%	21%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**86%**	69%	85%	88%	*	88%	*	77%	41%	100%	88%	74%	77%	78%
	2021	68%	80%	**83%**	77%	80%	85%	*	93%	*	72%	45%	87%	85%	75%	76%	75%
At Meets Grade Level or Above	2022	53%	64%	**64%**	51%	61%	66%	*	73%	*	50%	20%	83%	66%	56%	52%	48%
	2021	45%	55%	**53%**	20%	50%	57%	*	69%	*	36%	25%	60%	54%	50%	45%	38%
At Masters Grade Level	2022	25%	33%	**43%**	31%	40%	45%	*	50%	*	40%	12%	44%	45%	34%	31%	24%
	2021	18%	26%	**33%**	20%	29%	34%	*	38%	*	32%	13%	33%	32%	37%	27%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**86%**	72%	87%	87%	*	98%	*	73%	38%	100%	88%	78%	77%	76%
	2021	66%	80%	**87%**	68%	84%	89%	*	100%	*	68%	49%	93%	88%	79%	81%	85%
At Meets Grade Level or Above	2022	42%	57%	**62%**	46%	65%	62%	*	88%	*	40%	15%	89%	65%	50%	49%	56%
	2021	37%	51%	**62%**	39%	61%	65%	*	72%	*	32%	26%	67%	65%	46%	51%	49%
At Masters Grade Level	2022	20%	28%	**30%**	18%	26%	32%	*	45%	*	10%	4%	33%	32%	20%	18%	13%
	2021	18%	25%	**29%**	26%	24%	31%	*	48%	*	8%	9%	33%	30%	26%	22%	17%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	85%	**81%**	64%	77%	83%	-	92%	-	78%	29%	100%	83%	74%	68%	63%
	2021	71%	81%	**79%**	44%	81%	81%	*	92%	*	50%	43%	*	79%	78%	66%	75%
At Meets Grade Level or Above	2022	47%	59%	**50%**	23%	44%	53%	-	67%	-	44%	13%	44%	52%	39%	33%	26%
	2021	44%	56%	**49%**	31%	44%	53%	*	58%	*	7%	15%	*	49%	48%	36%	28%
At Masters Grade Level	2022	21%	26%	**21%**	5%	17%	23%	-	38%	-	11%	0%	0%	23%	13%	15%	9%
	2021	20%	31%	**28%**	13%	23%	31%	*	42%	*	7%	6%	*	29%	24%	19%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**69%**	67%	59%	72%	-	83%	-	60%	27%	*	75%	42%	55%	50%
	2021	73%	83%	**78%**	71%	71%	81%	*	*	-	*	28%	*	78%	80%	73%	63%
At Meets Grade Level or Above	2022	50%	55%	**33%**	17%	33%	33%	-	42%	-	40%	9%	*	35%	24%	22%	31%
	2021	49%	60%	**45%**	29%	53%	41%	*	*	-	*	11%	*	45%	47%	41%	44%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	30%	32%	**15%**	8%	8%	19%	-	17%	-	20%	5%	*	18%	5%	8%	6%
	2021	29%	36%	**16%**	14%	16%	14%	*	*	-	*	0%	*	15%	20%	17%	31%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	45%	**49%**	40%	46%	53%	-	42%	-	*	4%	80%	50%	45%	28%	26%
	2021	34%	45%	**47%**	11%	45%	52%	-	63%	*	17%	21%	*	48%	41%	35%	24%
Reading and Mathematics Including EOC	2022	41%	45%	**49%**	40%	46%	53%	-	42%	-	*	4%	80%	50%	45%	28%	26%
	2021	34%	45%	**47%**	11%	45%	52%	-	63%	*	17%	21%	*	48%	41%	35%	24%
Reading Including EOC	2022	58%	59%	**63%**	60%	60%	68%	-	50%	-	*	11%	80%	64%	60%	51%	58%
	2021	46%	54%	**55%**	11%	52%	63%	-	75%	*	17%	31%	*	56%	51%	43%	35%
Math Including EOC	2022	48%	54%	**59%**	50%	62%	57%	-	83%	-	*	11%	100%	61%	53%	38%	47%
	2021	44%	55%	**59%**	11%	63%	65%	-	75%	*	25%	24%	*	63%	46%	49%	53%
6th Graders																	
Reading and Mathematics	2022	31%	40%	**41%**	11%	47%	42%	*	100%	*	7%	8%	*	42%	32%	31%	20%
	2021	24%	36%	**40%**	0%	29%	44%	-	50%	*	20%	12%	50%	41%	32%	30%	27%
Reading and Mathematics Including EOC	2022	31%	40%	**41%**	11%	47%	42%	*	100%	*	7%	8%	*	42%	32%	31%	20%
	2021	24%	36%	**40%**	0%	29%	44%	-	50%	*	20%	12%	50%	41%	32%	30%	27%
Reading Including EOC	2022	43%	54%	**52%**	11%	53%	56%	*	100%	*	29%	17%	*	52%	56%	43%	20%
	2021	32%	41%	**44%**	0%	35%	46%	-	63%	*	40%	18%	50%	46%	32%	35%	40%
Math Including EOC	2022	40%	53%	**56%**	11%	68%	58%	*	100%	*	29%	17%	*	59%	44%	45%	60%
	2021	36%	56%	**64%**	40%	68%	65%	-	63%	*	40%	35%	67%	67%	48%	52%	53%
7th Graders																	
Reading and Mathematics	2022	32%	46%	**51%**	38%	39%	53%	-	80%	*	43%	11%	67%	54%	39%	31%	23%
	2021	26%	34%	**40%**	33%	33%	43%	-	56%	-	33%	18%	20%	44%	25%	35%	18%
Reading and Mathematics Including EOC	2022	33%	46%	**51%**	38%	39%	53%	-	80%	*	43%	11%	67%	54%	39%	31%	23%
	2021	27%	34%	**40%**	33%	33%	43%	-	56%	-	33%	18%	20%	44%	25%	35%	18%
Reading Including EOC	2022	56%	69%	**69%**	63%	61%	70%	-	80%	*	86%	26%	83%	74%	54%	58%	46%
	2021	45%	52%	**54%**	33%	46%	59%	-	56%	-	67%	29%	40%	55%	50%	46%	29%
Math Including EOC	2022	37%	51%	**58%**	38%	50%	59%	-	90%	*	43%	21%	83%	61%	44%	39%	54%
	2021	32%	42%	**50%**	56%	44%	52%	-	67%	-	33%	24%	40%	54%	31%	45%	24%
8th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	27%	40%	**57%**	67%	55%	55%	-	67%	-	*	10%	*	62%	35%	45%	53%
	2021	21%	33%	**47%**	20%	49%	48%	*	*	-	*	13%	*	47%	48%	41%	31%
Reading and Mathematics Including EOC	2022	41%	49%	**63%**	67%	59%	62%	-	75%	-	80%	14%	*	68%	42%	51%	56%
	2021	33%	45%	**57%**	29%	60%	57%	*	*	-	*	18%	*	58%	55%	52%	40%
Reading Including EOC	2022	58%	67%	**70%**	67%	67%	71%	-	75%	-	80%	27%	*	74%	53%	58%	63%
	2021	47%	53%	**61%**	29%	62%	61%	*	*	-	*	18%	*	60%	62%	58%	47%
Math Including EOC	2022	48%	56%	**76%**	75%	76%	75%	-	83%	-	80%	14%	*	80%	58%	68%	63%
	2021	43%	57%	**74%**	50%	71%	76%	*	*	-	*	22%	*	77%	61%	61%	69%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**49%**	41%	47%	50%	*	68%	*	28%	8%	72%	52%	38%	34%	31%
	2021	26%	38%	**43%**	18%	39%	47%	*	58%	*	24%	16%	53%	45%	36%	35%	24%
Reading and Mathematics Including EOC	2022	36%	47%	**51%**	41%	49%	52%	*	70%	*	30%	9%	72%	54%	40%	36%	32%
	2021	28%	40%	**46%**	20%	43%	49%	*	62%	*	24%	18%	53%	47%	38%	38%	27%
Reading Including EOC	2022	53%	64%	**64%**	51%	61%	66%	*	73%	*	50%	20%	83%	66%	56%	52%	48%
	2021	41%	51%	**53%**	20%	50%	57%	*	69%	*	36%	25%	60%	54%	50%	45%	38%
Math Including EOC	2022	43%	56%	**62%**	46%	65%	62%	*	88%	*	40%	15%	89%	65%	50%	49%	56%
	2021	37%	52%	**62%**	39%	61%	65%	*	72%	*	32%	26%	67%	65%	46%	51%	49%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2022	87	79	**75**	89	78	71	-	92	-	*	48	70	74	78	66	81
	2019	81	66	**69**	75	66	68	*	82	-	80	44	*	66	83	70	72
Grade 5 Mathematics	2022	79	67	**67**	78	70	66	-	67	-	*	24	100	68	66	50	58
	2019	83	67	**68**	91	65	65	*	95	-	60	47	*	68	69	69	78
Grade 6 ELA/Reading	2022	61	68	**65**	56	67	66	*	67	*	61	56	*	67	52	62	50
	2019	42	46	**43**	44	36	45	*	*	-	*	40	*	41	48	44	33
Grade 6 Mathematics	2022	61	69	**69**	81	72	68	*	83	*	68	60	*	70	64	70	81
	2019	54	59	**63**	83	54	63	*	*	-	*	38	*	63	62	62	50
Grade 7 ELA/Reading	2022	88	95	**92**	100	93	91	-	100	*	100	78	100	91	100	90	92
	2019	77	78	**79**	56	84	78	-	94	-	*	61	*	78	84	80	81
Grade 7 Mathematics	2022	60	65	**65**	64	57	65	-	94	*	75	36	50	64	68	55	65
	2019	62	70	**83**	88	82	81	-	100	-	*	65	*	84	75	78	82
Grade 8 ELA/Reading	2022	83	84	**88**	82	96	84	-	100	-	100	68	*	89	82	91	100
	2019	77	83	**87**	100	82	88	-	94	*	*	68	-	88	82	84	80
Grade 8 Mathematics	2022	74	80	**86**	73	92	83	-	94	-	*	42	*	86	82	79	73
	2019	82	73	**65**	75	68	63	-	*	*	*	52	-	63	75	68	65
End of Course Algebra I	2022	67	77	**100**	-	*	100	-	*	-	*	*	-	100	*	100	*
	2019	75	79	**87**	*	80	84	-	100	-	*	*	-	85	100	100	-
All Grades Both Subjects	2022	74	78	**76**	78	79	74	*	88	*	74	51	79	77	75	71	75
	2019	69	70	**70**	77	67	69	*	88	*	81	53	79	70	71	70	65
All Grades ELA/Reading	2022	78	80	**80**	81	84	78	*	92	*	73	61	79	80	78	77	81
	2019	68	69	**70**	69	66	69	*	86	*	77	54	71	69	72	70	62
All Grades Mathematics	2022	69	75	**72**	74	75	71	*	84	*	75	41	79	73	71	65	69
	2019	70	71	**71**	85	67	69	*	91	*	85	52	86	71	70	70	67

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**83%**	-	-	-	-	-	-	70%	-	70%	-	89%	84%	70%	91%
	2021	67%	80%	**83%**	-	-	-	-	-	-	70%	-	70%	-	67%	84%	69%	88%
At Meets Grade Level or Above	2022	48%	60%	**58%**	-	-	-	-	-	-	41%	-	41%	-	33%	59%	40%	78%
	2021	41%	53%	**54%**	-	-	-	-	-	-	27%	-	27%	-	25%	55%	27%	71%
At Masters Grade Level	2022	23%	30%	**32%**	-	-	-	-	-	-	14%	-	14%	-	11%	33%	13%	39%
	2021	18%	26%	**27%**	-	-	-	-	-	-	10%	-	10%	-	17%	28%	11%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**86%**	-	-	-	-	-	-	75%	-	75%	-	*	86%	75%	93%
	2021	68%	80%	**83%**	-	-	-	-	-	-	71%	-	71%	-	*	84%	69%	87%
At Meets Grade Level or Above	2022	53%	64%	**64%**	-	-	-	-	-	-	46%	-	46%	-	*	65%	42%	86%
	2021	45%	55%	**53%**	-	-	-	-	-	-	24%	-	24%	-	*	55%	24%	71%
At Masters Grade Level	2022	25%	33%	**43%**	-	-	-	-	-	-	23%	-	23%	-	*	45%	21%	57%
	2021	18%	26%	**33%**	-	-	-	-	-	-	12%	-	12%	-	*	34%	13%	39%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**86%**	-	-	-	-	-	-	75%	-	75%	-	*	87%	75%	93%
	2021	66%	80%	**87%**	-	-	-	-	-	-	81%	-	81%	-	*	87%	80%	90%
At Meets Grade Level or Above	2022	42%	57%	**62%**	-	-	-	-	-	-	52%	-	52%	-	*	62%	53%	93%
	2021	37%	51%	**62%**	-	-	-	-	-	-	40%	-	40%	-	*	63%	39%	74%
At Masters Grade Level	2022	20%	28%	**30%**	-	-	-	-	-	-	10%	-	10%	-	*	31%	11%	43%
	2021	18%	25%	**29%**	-	-	-	-	-	-	7%	-	7%	-	*	31%	7%	32%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	85%	**81%**	-	-	-	-	-	-	63%	-	63%	-	*	82%	61%	90%
	2021	71%	81%	**79%**	-	-	-	-	-	-	68%	-	68%	-	*	79%	68%	93%
At Meets Grade Level or Above	2022	47%	59%	**50%**	-	-	-	-	-	-	20%	-	20%	-	*	52%	19%	70%
	2021	44%	56%	**49%**	-	-	-	-	-	-	16%	-	16%	-	*	50%	14%	64%
At Masters Grade Level	2022	21%	26%	**21%**	-	-	-	-	-	-	7%	-	7%	-	*	22%	6%	30%
	2021	20%	31%	**28%**	-	-	-	-	-	-	11%	-	11%	-	*	29%	9%	21%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	**69%**	-	-	-	-	-	-	43%	-	43%	-	-	70%	43%	88%
	2021	73%	83%	**78%**	-	-	-	-	-	-	55%	-	55%	-	*	80%	58%	75%

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	55%	**33%**	-	-	-	-	-	-	21%	-	21%	-	-	33%	21%	50%
	2021	49%	60%	**45%**	-	-	-	-	-	-	27%	-	27%	-	*	45%	33%	75%
At Masters Grade Level	2022	30%	32%	**15%**	-	-	-	-	-	-	7%	-	7%	-	-	16%	7%	13%
	2021	29%	36%	**16%**	-	-	-	-	-	-	18%	-	18%	-	*	15%	25%	25%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**76%**	-	-	-	-	-	-	74%	-	74%	-	92%	76%	75%	88%
	2019	69%	70%	**70%**	-	-	-	-	-		69%	67%	75%		-		69%	
All Grades ELA/Reading	2022	78%	80%	**80%**	-	-	-	-	-	-	83%	-	83%	-	*	80%	83%	85%
	2019	68%	69%	**70%**	-	-	-	-	-		63%	60%	75%		-		63%	
All Grades Mathematics	2022	69%	75%	**72%**	-	-	-	-	-	-	65%	-	65%	-	*	72%	68%	92%
	2019	70%	71%	**71%**	-	-	-	-	-		75%	75%	75%		-		75%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**96%**	93%	97%	97%	*	88%	*	94%	96%	100%	99%	85%	97%	91%
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	3%	2%	*	12%	*	6%	2%	0%	1%	14%	1%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	2%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	1%	*	0%	*	0%	2%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	99%	*	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	**96%**	91%	97%	97%	*	87%	*	94%	97%	100%	99%	85%	97%	91%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	3%	3%	*	13%	*	6%	2%	0%	1%	15%	2%	9%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	99%	*	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**96%**	91%	97%	97%	*	87%	*	94%	97%	100%	99%	85%	97%	91%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	3%	3%	*	13%	*	6%	2%	0%	1%	15%	2%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	99%	99%	-	100%	-	100%	96%	100%	100%	97%	98%	100%
Included in Accountability	93%	94%	**96%**	100%	97%	96%	-	89%	-	90%	94%	100%	99%	84%	97%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	2%	2%	-	11%	-	10%	2%	0%	0%	13%	1%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	0%	1%	1%	-	0%	-	0%	4%	0%	0%	3%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	1%	1%	-	0%	-	0%	4%	0%	0%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	99%	-	100%	-	100%	96%	*	100%	98%	100%	100%
Included in Accountability	94%	95%	**97%**	100%	96%	98%	-	92%	-	100%	96%	*	99%	86%	100%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	4%	1%	-	8%	-	0%	0%	*	1%	11%	0%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	1%	-	0%	-	0%	4%	*	0%	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	4%	*	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**94%**	87%	93%	95%	100%	94%	100%	100%	93%	93%	95%	92%	94%	98%
Included in Accountability	83%	91%	**91%**	81%	91%	91%	100%	92%	100%	89%	91%	87%	94%	78%	90%	92%
Not Included in Accountability: Mobile	3%	3%	**3%**	5%	2%	3%	0%	2%	0%	7%	2%	7%	1%	13%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	4%	0%	0%	0%	1%	1%	4%
Not Tested	12%	6%	**6%**	13%	7%	5%	0%	6%	0%	0%	7%	7%	5%	8%	6%	2%
Absent	2%	1%	**1%**	4%	1%	0%	0%	0%	0%	0%	4%	0%	1%	0%	1%	0%
Other	10%	5%	**5%**	10%	6%	5%	0%	6%	0%	0%	3%	7%	4%	7%	5%	2%
Reading																
Assessment Participant	89%	95%	**94%**	86%	93%	94%	*	94%	*	100%	93%	94%	94%	91%	93%	100%
Included in Accountability	83%	91%	**90%**	81%	89%	91%	*	91%	*	89%	90%	88%	93%	77%	89%	91%
Not Included in Accountability: Mobile	3%	3%	**3%**	5%	2%	3%	*	3%	*	7%	2%	6%	1%	13%	3%	1%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	2%	0%	*	0%	*	4%	1%	0%	0%	1%	1%	7%
Not Tested	11%	5%	**6%**	14%	7%	6%	*	6%	*	0%	7%	6%	6%	9%	7%	0%
Absent	2%	1%	**1%**	3%	2%	0%	*	0%	*	0%	4%	0%	1%	0%	1%	0%
Other	10%	4%	**5%**	11%	5%	5%	*	6%	*	0%	2%	6%	5%	9%	5%	0%
Mathematics																
Assessment Participant	88%	94%	**95%**	89%	93%	95%	*	94%	*	100%	93%	94%	95%	93%	93%	97%
Included in Accountability	84%	91%	**91%**	84%	91%	92%	*	91%	*	89%	91%	88%	94%	78%	89%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	2%	3%	*	3%	*	7%	2%	6%	1%	13%	3%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	0%	*	4%	0%	0%	0%	1%	1%	3%
Not Tested	12%	6%	**5%**	11%	7%	5%	*	6%	*	0%	7%	6%	5%	8%	7%	3%
Absent	2%	1%	**1%**	3%	1%	0%	*	0%	*	0%	4%	0%	1%	0%	1%	0%
Other	10%	5%	**5%**	8%	6%	5%	*	6%	*	0%	2%	6%	4%	8%	5%	3%
Science																
Assessment Participant	87%	94%	**94%**	89%	91%	95%	*	92%	*	100%	96%	80%	94%	93%	94%	92%
Included in Accountability	84%	91%	**92%**	89%	90%	93%	*	92%	*	82%	96%	80%	94%	82%	91%	89%
Not Included in Accountability: Mobile	3%	2%	**2%**	0%	1%	2%	*	0%	*	12%	0%	0%	0%	10%	2%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	0%	*	6%	0%	0%	0%	1%	1%	3%
Not Tested	13%	6%	**6%**	11%	9%	5%	*	8%	*	0%	4%	20%	6%	7%	6%	8%
Absent	2%	1%	**1%**	0%	1%	0%	*	0%	*	0%	2%	0%	1%	0%	1%	0%
Other	10%	6%	**6%**	11%	8%	5%	*	8%	*	0%	2%	20%	5%	7%	6%	8%
Social Studies																
Assessment Participant	87%	93%	**94%**	88%	96%	93%	*	*	-	*	90%	*	95%	89%	96%	100%
Included in Accountability	84%	91%	**92%**	88%	94%	90%	*	*	-	*	90%	*	95%	79%	95%	100%
Not Included in Accountability: Mobile	3%	2%	**2%**	0%	2%	2%	*	*	-	*	0%	*	0%	11%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	7%	**6%**	13%	4%	7%	*	*	-	*	10%	*	5%	11%	4%	0%
Absent	3%	1%	**1%**	0%	0%	1%	*	*	-	*	5%	*	1%	0%	1%	0%
Other	10%	6%	**6%**	13%	4%	7%	*	*	-	*	5%	*	5%	11%	3%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**95.4%**	93.7%	95.5%	95.5%	*	97.0%	*	93.2%	92.1%	93.7%	96.0%
2019-20	98.3%	98.9%	**98.9%**	97.5%	99.1%	98.9%	*	99.5%	*	99.2%	98.4%	98.7%	99.1%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**11.2%**	25.6%	10.1%	10.1%	*	3.0%	*	28.1%	21.3%	16.9%	12.3%
2019-20	6.7%	5.2%	**6.0%**	20.0%	3.5%	6.2%	*	3.1%	*	0.0%	10.9%	8.3%	2.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	**0.5%**	0.0%	0.0%	0.7%	*	0.0%	-	0.0%	2.2%	0.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	806	100.0%	4,983	5,402,928	806	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.7%	0.3%	0	0.0%	1.2%	0.4%
Pre-Kindergarten	0	0.0%	1.8%	4.1%	0	0.0%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	1.8%	3.5%	0	0.0%	1.8%	3.5%
Kindergarten	0	0.0%	7.4%	6.8%	0	0.0%	7.4%	6.8%
Grade 1	0	0.0%	7.8%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	8.0%	7.1%	0	0.0%	8.0%	7.1%
Grade 4	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	204	25.3%	7.6%	7.2%	204	25.3%	7.6%	7.2%
Grade 6	201	24.9%	8.2%	7.4%	201	24.9%	8.2%	7.4%
Grade 7	196	24.3%	7.4%	7.7%	196	24.3%	7.3%	7.7%
Grade 8	205	25.4%	7.8%	7.9%	205	25.4%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	40	5.0%	8.4%	12.8%	40	5.0%	8.3%	12.8%
Hispanic	185	23.0%	28.9%	52.8%	185	23.0%	29.0%	52.7%
White	507	62.9%	52.0%	26.3%	507	62.9%	52.0%	26.3%
American Indian	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Asian	40	5.0%	7.1%	4.8%	40	5.0%	7.1%	4.8%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	31	3.8%	3.0%	2.9%	31	3.8%	3.0%	2.9%
Sex:								
Female	414	51.4%	48.9%	48.9%	414	51.4%	48.8%	48.8%
Male	392	48.6%	51.1%	51.1%	392	48.6%	51.2%	51.2%
Economically Disadvantaged	318	39.5%	45.8%	60.7%	318	39.5%	45.7%	60.6%
Non-Educationally Disadvantaged	488	60.5%	54.2%	39.3%	488	60.5%	54.3%	39.4%
Section 504 Students	97	12.0%	9.7%	7.4%	97	12.0%	9.6%	7.4%
EB Students/EL	58	7.2%	11.2%	21.7%	58	7.2%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	15	1.8%	1.4%	0.6%				
Students w/ Dyslexia	56	6.9%	5.2%	5.0%	56	6.9%	5.2%	5.0%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	2	0.2%	0.3%	1.1%	2	0.2%	0.3%	1.1%
Immigrant	2	0.2%	0.5%	2.0%	2	0.2%	0.5%	2.0%
Migrant	3	0.4%	0.2%	0.3%	3	0.4%	0.2%	0.3%
Title I	0	0.0%	42.9%	64.3%	0	0.0%	42.6%	64.3%
Military Connected	16	2.0%	1.5%	3.3%	16	2.0%	1.5%	3.3%
At-Risk	228	28.3%	39.0%	53.5%	228	28.3%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	53	6.6%	10.6%	21.9%	53	6.6%	10.6%	21.8%
Gifted and Talented Education	69	8.6%	5.7%	8.0%	69	8.6%	5.7%	8.0%
Special Education	101	12.5%	12.3%	11.6%	101	12.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	101							
By Type of Primary Disability Students with Intellectual Disabilities	49	48.5%	37.1%	43.0%				
Students with Physical Disabilities	18	17.8%	25.1%	20.8%				
Students with Autism	10	9.9%	14.2%	14.7%				
Students with Behavioral Disabilities	24	23.8%	22.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	80	9.5%	9.6%	13.6%				
By Ethnicity: African American	8	1.0%	1.4%	2.5%				
Hispanic	17	2.0%	2.6%	6.6%				
White	46	5.5%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.2%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	0.8%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	14.8%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	9	15.8%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	42	11.1%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	75	12.4%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.9%	-	0.0%	5.2%
Grade 1	-	6.8%	2.9%	-	14.3%	4.2%
Grade 2	-	2.7%	1.7%	-	3.1%	2.2%
Grade 3	-	1.0%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	1.8%	0.7%
Grade 5	0.0%	0.3%	0.5%	0.0%	1.6%	0.7%
Grade 6	2.3%	1.3%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.6%	1.5%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.0	18.7
Grade 1	-	20.2	18.7
Grade 2	-	17.5	18.6
Grade 3	-	20.6	18.7
Grade 4	-	20.3	18.8
Grade 5	22.4	21.2	20.2
Grade 6	20.6	23.3	19.2
Secondary:			
English/Language Arts	11.0	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	16.3	19.2	17.5
Science	16.2	18.9	18.5
Social Studies	19.9	20.1	19.1

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	72.8	100.0%	100.0%	100.0%
Professional Staff:	67.1	92.1%	69.1%	64.1%
Teachers	57.5	79.0%	56.4%	49.3%
Professional Support	6.2	8.5%	8.5%	10.7%
Campus Administration (School Leadership)	3.3	4.6%	3.1%	2.9%
Educational Aides:	5.7	7.9%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	2.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	6.1	8.4%	12.2%	52.1%
Teachers by Ethnicity:				
African American	1.0	1.7%	0.8%	11.2%
Hispanic	2.1	3.7%	7.3%	28.9%
White	52.4	91.1%	89.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	1.7%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.7%	0.8%	1.2%
Teachers by Sex:				
Males	12.3	21.4%	19.4%	24.1%
Females	45.2	78.6%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	50.1	87.2%	82.8%	72.6%
Masters	7.4	12.8%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.7	8.2%	4.8%	7.9%
1-5 Years Experience	9.0	15.6%	17.3%	26.7%
6-10 Years Experience	7.4	12.8%	20.9%	20.6%
11-20 Years Experience	25.1	43.6%	29.6%	28.6%
21-30 Years Experience	8.2	14.3%	19.0%	13.2%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	3.1	5.4%	8.4%	2.9%
Number of Students per Teacher	14.0	n/a	13.5	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	4.8	6.3
Average Years Experience of Principals with District	7.0	4.8	5.4
Average Years Experience of Assistant Principals	2.5	4.5	5.5
Average Years Experience of Assistant Principals with District	2.5	3.4	4.8
Average Years Experience of Teachers:	14.6	14.5	11.1
Average Years Experience of Teachers with District:	10.0	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,244	$50,859	$51,054
1-5 Years Experience	$52,808	$52,891	$54,577
6-10 Years Experience	$55,823	$55,977	$57,746
11-20 Years Experience	$60,081	$60,278	$61,377
21-30 Years Experience	$64,920	$66,095	$65,949
Over 30 Years Experience	$73,718	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,100	$60,013	$58,887
Professional Support	$71,179	$74,304	$69,505
Campus Administration (School Leadership)	$91,728	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	2.0%	3.1%	6.2%
Career and Technical Education	0.7	1.2%	4.6%	5.2%
Compensatory Education	3.8	6.6%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	41.8	72.6%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	6.6	11.5%	10.9%	9.6%
Other	3.5	6.1%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HELENA PARK EL

Campus Number: 123905101

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	88%	**85%**	80%	80%	86%	*	100%	-	*	56%	*	87%	78%	82%	75%
	2021	67%	83%	**84%**	*	74%	86%	-	93%	-	*	47%	*	87%	58%	83%	38%
At Meets Grade Level or Above	2022	51%	65%	**58%**	20%	48%	63%	*	80%	-	*	32%	*	63%	41%	48%	42%
	2021	39%	53%	**59%**	*	61%	61%	-	47%	-	*	40%	*	61%	42%	50%	38%
At Masters Grade Level	2022	30%	37%	**39%**	0%	28%	43%	*	60%	-	*	16%	*	43%	22%	21%	8%
	2021	19%	28%	**33%**	*	30%	35%	-	33%	-	*	7%	*	32%	42%	19%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	83%	**72%**	40%	56%	76%	*	100%	-	*	44%	*	75%	63%	64%	50%
	2021	62%	80%	**87%**	*	83%	84%	-	100%	-	*	60%	*	89%	67%	86%	63%
At Meets Grade Level or Above	2022	43%	53%	**42%**	20%	24%	46%	*	80%	-	*	16%	*	47%	22%	30%	33%
	2021	31%	46%	**56%**	*	43%	60%	-	60%	-	*	20%	*	60%	25%	50%	25%
At Masters Grade Level	2022	21%	27%	**23%**	20%	4%	28%	*	60%	-	*	0%	*	25%	15%	9%	8%
	2021	14%	24%	**34%**	*	35%	32%	-	40%	-	*	7%	*	36%	17%	31%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	90%	**87%**	40%	92%	89%	*	88%	-	*	65%	*	88%	85%	70%	89%
	2021	63%	79%	**88%**	100%	86%	87%	-	83%	-	*	61%	*	90%	77%	82%	83%
At Meets Grade Level or Above	2022	54%	73%	**69%**	40%	73%	66%	*	81%	-	*	40%	*	71%	62%	51%	56%
	2021	36%	52%	**64%**	40%	59%	66%	-	67%	-	*	39%	*	70%	41%	42%	50%
At Masters Grade Level	2022	28%	36%	**40%**	40%	42%	39%	*	44%	-	*	5%	*	43%	31%	24%	33%
	2021	17%	23%	**31%**	20%	23%	35%	-	33%	-	*	17%	*	35%	18%	21%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	94%	**97%**	80%	96%	98%	*	100%	-	*	85%	*	99%	92%	92%	89%
	2021	59%	76%	**83%**	80%	86%	83%	-	83%	-	*	56%	*	86%	74%	79%	83%
At Meets Grade Level or Above	2022	43%	72%	**75%**	60%	69%	75%	*	81%	-	*	40%	*	77%	65%	65%	67%
	2021	36%	53%	**54%**	20%	68%	51%	-	67%	-	*	33%	*	57%	43%	47%	67%
At Masters Grade Level	2022	23%	44%	**50%**	40%	35%	51%	*	75%	-	*	25%	*	55%	35%	30%	33%
	2021	21%	35%	**37%**	0%	32%	39%	-	67%	-	*	11%	*	37%	35%	24%	33%
All Grades All Subjects																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	84%	**85%**	60%	81%	86%	*	95%	-	100%	61%	100%	87%	79%	77%	74%
	2021	67%	80%	**84%**	89%	84%	84%	-	92%	-	40%	54%	86%	87%	71%	79%	68%
At Meets Grade Level or Above	2022	48%	60%	**60%**	35%	54%	61%	*	81%	-	75%	31%	71%	64%	47%	49%	48%
	2021	41%	53%	**56%**	39%	56%	57%	-	56%	-	20%	28%	57%	59%	40%	43%	38%
At Masters Grade Level	2022	23%	30%	**38%**	25%	27%	40%	*	60%	-	25%	11%	21%	41%	25%	21%	19%
	2021	18%	26%	**30%**	17%	27%	31%	-	40%	-	0%	9%	0%	32%	22%	21%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**86%**	60%	86%	87%	*	90%	-	*	60%	100%	88%	81%	76%	81%
	2021	68%	80%	**86%**	100%	80%	87%	-	90%	-	*	55%	*	89%	71%	83%	57%
At Meets Grade Level or Above	2022	53%	64%	**63%**	30%	61%	64%	*	81%	-	*	36%	71%	67%	51%	50%	48%
	2021	45%	55%	**61%**	50%	60%	64%	-	52%	-	*	39%	*	65%	41%	46%	43%
At Masters Grade Level	2022	25%	33%	**39%**	20%	35%	42%	*	48%	-	*	11%	29%	43%	26%	23%	19%
	2021	18%	26%	**32%**	17%	27%	35%	-	33%	-	*	12%	*	33%	26%	20%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**84%**	60%	76%	85%	*	100%	-	*	62%	100%	86%	77%	79%	67%
	2021	66%	80%	**85%**	83%	84%	84%	-	95%	-	*	58%	*	88%	71%	83%	71%
At Meets Grade Level or Above	2022	42%	57%	**57%**	40%	47%	58%	*	81%	-	*	27%	71%	61%	43%	49%	48%
	2021	37%	51%	**55%**	33%	56%	55%	-	62%	-	*	27%	*	58%	37%	49%	43%
At Masters Grade Level	2022	20%	28%	**36%**	30%	20%	38%	*	71%	-	*	11%	14%	39%	25%	20%	19%
	2021	18%	25%	**35%**	17%	33%	36%	-	48%	-	*	9%	*	37%	29%	27%	21%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	45%	**39%**	0%	16%	45%	*	80%	-	*	12%	*	44%	19%	27%	33%
	2021	24%	40%	**47%**	*	39%	53%	-	40%	-	*	13%	*	51%	25%	42%	25%
Reading and Mathematics Including EOC	2022	36%	45%	**39%**	0%	16%	45%	*	80%	-	*	12%	*	44%	19%	27%	33%
	2021	24%	40%	**47%**	*	39%	53%	-	40%	-	*	13%	*	51%	25%	42%	25%
Reading Including EOC	2022	51%	65%	**58%**	20%	48%	63%	*	80%	-	*	32%	*	63%	41%	48%	42%
	2021	38%	53%	**59%**	*	61%	61%	-	47%	-	*	40%	*	61%	42%	50%	38%
Math Including EOC	2022	43%	53%	**42%**	20%	24%	46%	*	80%	-	*	16%	*	47%	22%	30%	33%
	2021	31%	46%	**56%**	*	43%	60%	-	60%	-	*	20%	*	60%	25%	50%	25%
4th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	60%	**60%**	40%	58%	59%	*	69%	-	*	20%	*	63%	50%	46%	44%
	2021	26%	41%	**49%**	20%	50%	49%	-	67%	-	*	28%	*	54%	27%	33%	33%
Reading and Mathematics Including EOC	2022	36%	60%	**60%**	40%	58%	59%	*	69%	-	*	20%	*	63%	50%	46%	44%
	2021	26%	41%	**49%**	20%	50%	49%	-	67%	-	*	28%	*	54%	27%	33%	33%
Reading Including EOC	2022	54%	73%	**69%**	40%	73%	66%	*	81%	-	*	40%	*	71%	62%	51%	56%
	2021	36%	52%	**64%**	40%	59%	66%	-	67%	-	*	39%	*	70%	41%	42%	50%
Math Including EOC	2022	43%	72%	**75%**	60%	69%	75%	*	81%	-	*	40%	*	77%	65%	65%	67%
	2021	36%	53%	**54%**	20%	68%	51%	-	67%	-	*	33%	*	57%	43%	47%	67%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**49%**	20%	37%	51%	*	71%	-	*	16%	57%	53%	34%	37%	38%
	2021	26%	38%	**48%**	33%	44%	51%	-	48%	-	*	21%	*	52%	26%	38%	29%
Reading and Mathematics Including EOC	2022	36%	47%	**49%**	20%	37%	51%	*	71%	-	*	16%	57%	53%	34%	37%	38%
	2021	28%	40%	**48%**	33%	44%	51%	-	48%	-	*	21%	*	52%	26%	38%	29%
Reading Including EOC	2022	53%	64%	**63%**	30%	61%	64%	*	81%	-	*	36%	71%	67%	51%	50%	48%
	2021	41%	51%	**61%**	50%	60%	64%	-	52%	-	*	39%	*	65%	41%	46%	43%
Math Including EOC	2022	43%	56%	**57%**	40%	47%	58%	*	81%	-	*	27%	71%	61%	43%	49%	48%
	2021	37%	52%	**55%**	33%	56%	55%	-	62%	-	*	27%	*	58%	37%	49%	43%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	83	**78**	100	85	73	*	78	-	*	53	*	77	81	67	89
	2019	61	74	**76**	86	73	76	-	79	-	*	72	*	76	74	70	72
Grade 4 Mathematics	2022	74	92	**95**	100	96	93	*	100	-	*	94	*	96	92	96	89
	2019	65	77	**74**	93	70	71	-	100	-	*	63	*	73	78	72	72
All Grades Both Subjects	2022	74	78	**87**	100	90	83	*	89	-	*	74	94	87	86	81	89
	2019	69	70	**75**	89	71	74	-	89	-	*	67	*	74	76	71	72
All Grades ELA/Reading	2022	78	80	**78**	100	85	73	*	78	-	*	53	*	77	81	67	89
	2019	68	69	**76**	86	73	76	-	79	-	*	72	*	76	74	70	72
All Grades Mathematics	2022	69	75	**95**	100	96	93	*	100	-	*	94	*	96	92	96	89
	2019	70	71	**74**	93	70	71	-	100	-	*	63	*	73	78	72	72

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**85%**	-	-	-	-	-	-	71%	72%	70%	-	*	86%	73%	*
	2021	67%	80%	**84%**	-	-	-	-	-	-	54%	*	55%	-	*	86%	58%	100%
At Meets Grade Level or Above	2022	48%	60%	**60%**	-	-	-	-	-	-	42%	33%	50%	-	*	62%	45%	*
	2021	41%	53%	**56%**	-	-	-	-	-	-	21%	*	23%	-	*	57%	23%	88%
At Masters Grade Level	2022	23%	30%	**38%**	-	-	-	-	-	-	18%	11%	25%	-	*	39%	20%	*
	2021	18%	26%	**30%**	-	-	-	-	-	-	4%	*	5%	-	*	31%	8%	63%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**86%**	-	-	-	-	-	-	79%	78%	80%	-	*	87%	80%	*
	2021	68%	80%	**86%**	-	-	-	-	-	-	40%	*	44%	-	*	88%	45%	*
At Meets Grade Level or Above	2022	53%	64%	**63%**	-	-	-	-	-	-	42%	33%	50%	-	*	65%	45%	*
	2021	45%	55%	**61%**	-	-	-	-	-	-	20%	*	22%	-	*	63%	27%	*
At Masters Grade Level	2022	25%	33%	**39%**	-	-	-	-	-	-	16%	11%	20%	-	*	41%	20%	*
	2021	18%	26%	**32%**	-	-	-	-	-	-	0%	*	0%	-	*	33%	9%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**84%**	-	-	-	-	-	-	63%	67%	60%	-	*	86%	65%	*
	2021	66%	80%	**85%**	-	-	-	-	-	-	60%	*	56%	-	*	86%	64%	*
At Meets Grade Level or Above	2022	42%	57%	**57%**	-	-	-	-	-	-	42%	33%	50%	-	*	58%	45%	*
	2021	37%	51%	**55%**	-	-	-	-	-	-	30%	*	33%	-	*	56%	27%	*
At Masters Grade Level	2022	20%	28%	**36%**	-	-	-	-	-	-	21%	11%	30%	-	*	37%	20%	*
	2021	18%	25%	**35%**	-	-	-	-	-	-	10%	*	11%	-	*	37%	9%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**87%**	-	-	-	-	-	-	88%	75%	100%	-	*	86%	89%	-
	2019	69%	70%	**75%**	-	-	-	-	-		63%	75%	50%		-		63%	
All Grades ELA/Reading	2022	78%	80%	**78%**	-	-	-	-	-	-	88%	*	*	-	*	77%	89%	-
	2019	68%	69%	**76%**	-	-	-	-	-		67%	*	*		-		67%	
All Grades Mathematics	2022	69%	75%	**95%**	-	-	-	-	-	-	88%	*	*	-	*	96%	89%	-
	2019	70%	71%	**74%**	-	-	-	-	-		58%	*	*		-		58%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	91%	96%	100%	*	95%	-	80%	100%	100%	99%	93%	97%	95%
Not Included in Accountability: Mobile	5%	4%	**2%**	9%	4%	0%	*	5%	-	20%	0%	0%	1%	7%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**98%**	91%	96%	100%	*	95%	-	80%	100%	100%	99%	93%	97%	95%
Not Included in Accountability: Mobile	5%	4%	**2%**	9%	4%	0%	*	5%	-	20%	0%	0%	1%	7%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	91%	96%	100%	*	95%	-	80%	100%	100%	99%	93%	97%	95%
Not Included in Accountability: Mobile	5%	4%	**2%**	9%	4%	0%	*	5%	-	20%	0%	0%	1%	7%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**97%**	83%	98%	97%	-	100%	-	100%	98%	100%	98%	95%	94%	100%
Included in Accountability	83%	91%	**94%**	60%	97%	96%	-	96%	-	100%	93%	100%	98%	81%	92%	89%
Not Included in Accountability: Mobile	3%	3%	**3%**	23%	2%	1%	-	4%	-	0%	4%	0%	0%	14%	3%	11%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	**3%**	17%	2%	3%	-	0%	-	0%	2%	0%	2%	5%	6%	0%
Absent	2%	1%	**1%**	7%	0%	1%	-	0%	-	0%	2%	0%	1%	1%	3%	0%
Other	10%	5%	**2%**	10%	2%	1%	-	0%	-	0%	0%	0%	1%	4%	3%	0%
Reading																
Assessment Participant	89%	95%	**97%**	82%	98%	97%	-	100%	-	*	97%	*	98%	93%	93%	100%
Included in Accountability	83%	91%	**94%**	55%	96%	96%	-	95%	-	*	92%	*	98%	77%	91%	88%
Not Included in Accountability: Mobile	3%	3%	**3%**	27%	2%	1%	-	5%	-	*	6%	*	0%	16%	3%	13%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	11%	5%	**3%**	18%	2%	3%	-	0%	-	*	3%	*	2%	7%	7%	0%
Absent	2%	1%	**1%**	9%	0%	1%	-	0%	-	*	3%	*	1%	2%	4%	0%
Other	10%	4%	**2%**	9%	2%	1%	-	0%	-	*	0%	*	1%	5%	3%	0%
Mathematics																
Assessment Participant	88%	94%	**97%**	82%	98%	98%	-	100%	-	*	97%	*	98%	95%	95%	100%
Included in Accountability	84%	91%	**94%**	55%	96%	96%	-	95%	-	*	92%	*	98%	80%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**3%**	27%	2%	1%	-	5%	-	*	6%	*	0%	16%	3%	13%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	12%	6%	**3%**	18%	2%	2%	-	0%	-	*	3%	*	2%	5%	5%	0%
Absent	2%	1%	**1%**	9%	0%	1%	-	0%	-	*	3%	*	1%	0%	3%	0%
Other	10%	5%	**2%**	9%	2%	1%	-	0%	-	*	0%	*	1%	5%	3%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**96.7%**	96.3%	96.3%	96.8%	*	97.5%	-	96.3%	95.7%	95.5%	96.4%
2019-20	98.3%	98.9%	**99.2%**	98.7%	98.8%	99.3%	*	99.7%	-	99.4%	98.8%	98.8%	99.0%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**6.1%**	8.0%	9.6%	5.0%	*	0.0%	-	20.0%	10.7%	11.7%	2.6%
2019-20	6.7%	5.2%	**2.1%**	6.7%	2.7%	1.8%	*	0.0%	-	0.0%	6.8%	4.0%	8.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	592	100.0%	4,983	5,402,928	601	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	10	1.7%	0.7%	0.3%	19	3.2%	1.2%	0.4%
Pre-Kindergarten	20	3.4%	1.8%	4.1%	20	3.3%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	20	3.4%	1.8%	3.5%	20	3.3%	1.8%	3.5%
Kindergarten	106	17.9%	7.4%	6.8%	106	17.6%	7.4%	6.8%
Grade 1	109	18.4%	7.8%	7.1%	109	18.1%	7.7%	7.1%
Grade 2	109	18.4%	7.1%	7.1%	109	18.1%	7.1%	7.1%
Grade 3	124	20.9%	8.0%	7.1%	124	20.6%	8.0%	7.1%
Grade 4	114	19.3%	7.1%	7.1%	114	19.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	8.2%	7.4%	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	22	3.7%	8.4%	12.8%	22	3.7%	8.3%	12.8%
Hispanic	149	25.2%	28.9%	52.8%	152	25.3%	29.0%	52.7%
White	357	60.3%	52.0%	26.3%	362	60.2%	52.0%	26.3%
American Indian	3	0.5%	0.4%	0.3%	3	0.5%	0.4%	0.3%
Asian	47	7.9%	7.1%	4.8%	48	8.0%	7.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	2.4%	3.0%	2.9%	14	2.3%	3.0%	2.9%
Sex:								
Female	282	47.6%	48.9%	48.9%	286	47.6%	48.8%	48.8%
Male	310	52.4%	51.1%	51.1%	315	52.4%	51.2%	51.2%
Economically Disadvantaged	207	35.0%	45.8%	60.7%	209	34.8%	45.7%	60.6%
Non-Educationally Disadvantaged	385	65.0%	54.2%	39.3%	392	65.2%	54.3%	39.4%
Section 504 Students	37	6.3%	9.7%	7.4%	37	6.2%	9.6%	7.4%
EB Students/EL	60	10.1%	11.2%	21.7%	60	10.0%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.4%	0.6%				
Students w/ Dyslexia	29	4.9%	5.2%	5.0%	29	4.8%	5.2%	5.0%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Homeless	0	0.0%	0.3%	1.1%	0	0.0%	0.3%	1.1%
Immigrant	7	1.2%	0.5%	2.0%	7	1.2%	0.5%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	42.9%	64.3%	0	0.0%	42.6%	64.3%
Military Connected	10	1.7%	1.5%	3.3%	10	1.7%	1.5%	3.3%
At-Risk	181	30.6%	39.0%	53.5%	181	30.1%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	53	9.0%	10.6%	21.9%	53	8.8%	10.6%	21.8%
Gifted and Talented Education	47	7.9%	5.7%	8.0%	47	7.8%	5.7%	8.0%
Special Education	88	14.9%	12.3%	11.6%	90	15.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	88							
By Type of Primary Disability Students with Intellectual Disabilities	24	27.3%	37.1%	43.0%				
Students with Physical Disabilities	40	45.5%	25.1%	20.8%				
Students with Autism	9	10.2%	14.2%	14.7%				
Students with Behavioral Disabilities	15	17.0%	22.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	42	8.8%	9.6%	13.6%				
By Ethnicity: African American	9	1.9%	1.4%	2.5%				
Hispanic	10	2.1%	2.6%	6.6%				
White	18	3.8%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	4	0.8%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	8.0%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	10.5%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	19	11.7%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	62	13.2%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.3%	2.0%	1.9%	0.0%	0.0%	5.2%
Grade 1	1.0%	6.8%	2.9%	0.0%	14.3%	4.2%
Grade 2	0.0%	2.7%	1.7%	0.0%	3.1%	2.2%
Grade 3	0.0%	1.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.3%	0.7%	0.0%	1.8%	0.7%
Grade 5	-	0.3%	0.5%	-	1.6%	0.7%
Grade 6	-	1.3%	0.6%	-	0.0%	0.6%
Grade 7	-	1.5%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	20.6	19.0	18.7
Grade 1	21.4	20.2	18.7
Grade 2	17.9	17.5	18.6
Grade 3	19.7	20.6	18.7
Grade 4	22.5	20.3	18.8
Grade 5	-	21.2	20.2
Grade 6	-	23.3	19.2
Secondary:			
English/Language Arts	-	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	-	19.2	17.5
Science	-	18.9	18.5
Social Studies	-	20.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	53.5	100.0%	100.0%	100.0%
Professional Staff:	45.5	85.0%	69.1%	64.1%
Teachers	38.5	72.0%	56.4%	49.3%
Professional Support	5.0	9.3%	8.5%	10.7%
Campus Administration (School Leadership)	2.0	3.7%	3.1%	2.9%
Educational Aides:	8.0	15.0%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	1.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	2.0	3.7%	12.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	2.0	5.2%	7.3%	28.9%
White	36.5	94.8%	89.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	1.0	2.6%	19.4%	24.1%
Females	37.5	97.4%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.0	77.9%	82.8%	72.6%
Masters	8.5	22.1%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	4.8%	7.9%
1-5 Years Experience	12.0	31.2%	17.3%	26.7%
6-10 Years Experience	9.0	23.4%	20.9%	20.6%
11-20 Years Experience	6.5	16.9%	29.6%	28.6%
21-30 Years Experience	8.0	20.8%	19.0%	13.2%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	5.2%	8.4%	2.9%
Number of Students per Teacher	15.4	n/a	13.5	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.8	6.3
Average Years Experience of Principals with District	4.0	4.8	5.4
Average Years Experience of Assistant Principals	3.0	4.5	5.5
Average Years Experience of Assistant Principals with District	3.0	3.4	4.8
Average Years Experience of Teachers:	12.6	14.5	11.1
Average Years Experience of Teachers with District:	9.1	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,400	$50,859	$51,054
1-5 Years Experience	$53,288	$52,891	$54,577
6-10 Years Experience	$56,083	$55,977	$57,746
11-20 Years Experience	$59,288	$60,278	$61,377
21-30 Years Experience	$66,250	$66,095	$65,949
Over 30 Years Experience	$77,750	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,843	$60,013	$58,887
Professional Support	$68,231	$74,304	$69,505
Campus Administration (School Leadership)	$84,335	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	3.1%	6.2%
Career and Technical Education	0.0	0.0%	4.6%	5.2%
Compensatory Education	1.0	2.6%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	34.4	89.4%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.6	6.7%	10.9%	9.6%
Other	0.0	0.0%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HIGHLAND PARK EL

Campus Number: 123905102

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Mathematics**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	88%	**92%**	80%	89%	95%	-	*	-	*	80%	100%	95%	80%	89%	90%
	2021	67%	83%	**88%**	*	83%	91%	-	*	-	*	71%	*	93%	67%	76%	75%
At Meets Grade Level or Above	2022	51%	65%	**81%**	80%	82%	82%	-	*	-	*	70%	80%	85%	60%	69%	60%
	2021	39%	53%	**53%**	*	39%	62%	-	*	-	*	21%	*	60%	27%	47%	50%
At Masters Grade Level	2022	30%	37%	**45%**	20%	39%	54%	-	*	-	*	40%	40%	48%	33%	36%	10%
	2021	19%	28%	**22%**	*	11%	27%	-	*	-	*	0%	*	25%	13%	21%	25%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	83%	**95%**	80%	93%	97%	-	*	-	*	90%	100%	95%	93%	92%	80%
	2021	62%	80%	**75%**	*	78%	71%	-	*	-	*	43%	*	82%	47%	68%	88%
At Meets Grade Level or Above	2022	43%	53%	**73%**	60%	64%	79%	-	*	-	*	70%	100%	74%	67%	67%	60%
	2021	31%	46%	**42%**	*	33%	42%	-	*	-	*	0%	*	47%	20%	45%	50%
At Masters Grade Level	2022	21%	27%	**42%**	20%	29%	54%	-	*	-	*	40%	60%	40%	47%	28%	20%
	2021	14%	24%	**17%**	*	6%	20%	-	*	-	*	0%	*	19%	7%	16%	38%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	90%	**94%**	100%	93%	97%	-	*	-	*	80%	*	96%	86%	96%	86%
	2021	63%	79%	**82%**	86%	65%	85%	*	*	-	*	46%	*	82%	83%	64%	57%
At Meets Grade Level or Above	2022	54%	73%	**76%**	67%	80%	79%	-	*	-	*	67%	*	79%	64%	71%	57%
	2021	36%	52%	**49%**	43%	29%	55%	*	*	-	*	15%	*	52%	39%	29%	29%
At Masters Grade Level	2022	28%	36%	**35%**	17%	33%	41%	-	*	-	*	20%	*	35%	36%	33%	57%
	2021	17%	23%	**19%**	14%	18%	20%	*	*	-	*	0%	*	23%	6%	4%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	94%	**95%**	100%	93%	100%	-	*	-	*	80%	*	96%	93%	96%	86%
	2021	59%	76%	**84%**	57%	76%	88%	*	*	-	*	62%	*	85%	83%	71%	43%
At Meets Grade Level or Above	2022	43%	72%	**85%**	100%	67%	92%	-	*	-	*	73%	*	88%	71%	75%	57%
	2021	36%	53%	**58%**	14%	53%	68%	*	*	-	*	38%	*	61%	50%	36%	29%
At Masters Grade Level	2022	23%	44%	**45%**	50%	27%	51%	-	*	-	*	13%	*	48%	36%	50%	43%
	2021	21%	35%	**39%**	14%	35%	45%	*	*	-	*	31%	*	46%	11%	18%	0%
All Grades All Subjects																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	84%	**94%**	91%	92%	97%	-	86%	-	75%	82%	100%	96%	88%	93%	85%
	2021	67%	80%	**81%**	72%	72%	84%	*	100%	-	83%	54%	100%	83%	74%	68%	59%
At Meets Grade Level or Above	2022	48%	60%	**78%**	77%	73%	83%	-	57%	-	75%	70%	92%	82%	66%	70%	59%
	2021	41%	53%	**49%**	31%	37%	56%	*	70%	-	33%	21%	60%	54%	32%	37%	38%
At Masters Grade Level	2022	23%	30%	**42%**	27%	33%	50%	-	29%	-	50%	26%	42%	43%	38%	36%	29%
	2021	18%	26%	**22%**	17%	15%	25%	*	40%	-	8%	6%	20%	26%	7%	13%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**93%**	91%	91%	96%	-	86%	-	*	80%	100%	96%	83%	92%	88%
	2021	68%	80%	**84%**	82%	74%	88%	*	*	-	80%	59%	*	87%	76%	71%	67%
At Meets Grade Level or Above	2022	53%	64%	**78%**	73%	81%	81%	-	43%	-	*	68%	83%	82%	62%	70%	59%
	2021	45%	55%	**51%**	36%	34%	58%	*	*	-	40%	19%	*	55%	33%	39%	40%
At Masters Grade Level	2022	25%	33%	**41%**	18%	37%	47%	-	29%	-	*	28%	33%	42%	34%	35%	29%
	2021	18%	26%	**20%**	9%	14%	23%	*	*	-	20%	0%	*	23%	9%	14%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**95%**	91%	93%	99%	-	86%	-	*	84%	100%	96%	93%	93%	82%
	2021	66%	80%	**80%**	64%	77%	81%	*	*	-	100%	52%	*	84%	67%	70%	67%
At Meets Grade Level or Above	2022	42%	57%	**78%**	82%	65%	86%	-	71%	-	*	72%	100%	81%	69%	70%	59%
	2021	37%	51%	**51%**	27%	43%	57%	*	*	-	20%	19%	*	55%	36%	41%	40%
At Masters Grade Level	2022	20%	28%	**43%**	36%	28%	53%	-	29%	-	*	24%	50%	44%	41%	37%	29%
	2021	18%	25%	**29%**	18%	20%	34%	*	*	-	0%	15%	*	34%	9%	17%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	45%	**62%**	60%	57%	67%	-	*	-	*	50%	80%	66%	47%	50%	40%
	2021	24%	40%	**36%**	*	28%	42%	-	*	-	*	0%	*	40%	20%	37%	50%
Reading and Mathematics Including EOC	2022	36%	45%	**62%**	60%	57%	67%	-	*	-	*	50%	80%	66%	47%	50%	40%
	2021	24%	40%	**36%**	*	28%	42%	-	*	-	*	0%	*	40%	20%	37%	50%
Reading Including EOC	2022	51%	65%	**81%**	80%	82%	82%	-	*	-	*	70%	80%	85%	60%	69%	60%
	2021	38%	53%	**53%**	*	39%	62%	-	*	-	*	21%	*	60%	27%	47%	50%
Math Including EOC	2022	43%	53%	**73%**	60%	64%	79%	-	*	-	*	70%	100%	74%	67%	67%	60%
	2021	31%	46%	**42%**	*	33%	42%	-	*	-	*	0%	*	47%	20%	45%	50%
4th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	60%	**70%**	67%	67%	74%	-	*	-	*	60%	*	75%	50%	54%	57%
	2021	26%	41%	**40%**	14%	24%	50%	*	*	-	*	8%	*	45%	22%	14%	14%
Reading and Mathematics Including EOC	2022	36%	60%	**70%**	67%	67%	74%	-	*	-	*	60%	*	75%	50%	54%	57%
	2021	26%	41%	**40%**	14%	24%	50%	*	*	-	*	8%	*	45%	22%	14%	14%
Reading Including EOC	2022	54%	73%	**76%**	67%	80%	79%	-	*	-	*	67%	*	79%	64%	71%	57%
	2021	36%	52%	**49%**	43%	29%	55%	*	*	-	*	15%	*	52%	39%	29%	29%
Math Including EOC	2022	43%	72%	**85%**	100%	67%	92%	-	*	-	*	73%	*	88%	71%	75%	57%
	2021	36%	53%	**58%**	14%	53%	68%	*	*	-	*	38%	*	61%	50%	36%	29%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**66%**	64%	60%	71%	-	43%	-	*	56%	83%	70%	48%	52%	47%
	2021	26%	38%	**39%**	18%	26%	47%	*	*	-	0%	4%	*	43%	21%	27%	33%
Reading and Mathematics Including EOC	2022	36%	47%	**66%**	64%	60%	71%	-	43%	-	*	56%	83%	70%	48%	52%	47%
	2021	28%	40%	**39%**	18%	26%	47%	*	*	-	0%	4%	*	43%	21%	27%	33%
Reading Including EOC	2022	53%	64%	**78%**	73%	81%	81%	-	43%	-	*	68%	83%	82%	62%	70%	59%
	2021	41%	51%	**51%**	36%	34%	58%	*	*	-	40%	19%	*	55%	33%	39%	40%
Math Including EOC	2022	43%	56%	**78%**	82%	65%	86%	-	71%	-	*	72%	100%	81%	69%	70%	59%
	2021	37%	52%	**51%**	27%	43%	57%	*	*	-	20%	19%	*	55%	36%	41%	40%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	83	**79**	100	93	72	-	*	-	*	89	*	78	83	91	100
	2019	61	74	**66**	83	62	65	-	*	-	-	60	*	65	71	74	80
Grade 4 Mathematics	2022	74	92	**96**	100	93	99	-	*	-	*	93	*	97	92	93	93
	2019	65	77	**75**	100	71	77	-	*	-	-	100	*	75	79	67	50
All Grades Both Subjects	2022	74	78	**88**	100	93	86	-	*	-	67	91	*	88	88	92	96
	2019	69	70	**71**	92	66	71	-	*	-	-	80	*	70	75	70	65
All Grades ELA/Reading	2022	78	80	**79**	100	93	72	-	*	-	*	89	*	78	83	91	100
	2019	68	69	**66**	83	62	65	-	*	-	-	60	*	65	71	74	80
All Grades Mathematics	2022	69	75	**96**	100	93	99	-	*	-	*	93	*	97	92	93	93
	2019	70	71	**75**	100	71	77	-	*	-	-	100	*	75	79	67	50

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**94%**	-	-	-	-	-	-	84%	*	90%	-	-	95%	84%	*
	2021	67%	80%	**81%**	-	-	-	-	-	-	52%	-	52%	-	83%	83%	57%	*
At Meets Grade Level or Above	2022	48%	60%	**78%**	-	-	-	-	-	-	56%	*	60%	-	-	81%	56%	*
	2021	41%	53%	**49%**	-	-	-	-	-	-	28%	-	28%	-	67%	51%	34%	*
At Masters Grade Level	2022	23%	30%	**42%**	-	-	-	-	-	-	25%	*	27%	-	-	44%	25%	*
	2021	18%	26%	**22%**	-	-	-	-	-	-	10%	-	10%	-	0%	23%	9%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**93%**	-	-	-	-	-	-	88%	*	93%	-	-	94%	88%	*
	2021	68%	80%	**84%**	-	-	-	-	-	-	58%	-	58%	-	*	86%	64%	*
At Meets Grade Level or Above	2022	53%	64%	**78%**	-	-	-	-	-	-	56%	*	60%	-	-	81%	56%	*
	2021	45%	55%	**51%**	-	-	-	-	-	-	33%	-	33%	-	*	52%	36%	*
At Masters Grade Level	2022	25%	33%	**41%**	-	-	-	-	-	-	25%	*	27%	-	-	42%	25%	*
	2021	18%	26%	**20%**	-	-	-	-	-	-	8%	-	8%	-	*	21%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**95%**	-	-	-	-	-	-	81%	*	87%	-	-	97%	81%	*
	2021	66%	80%	**80%**	-	-	-	-	-	-	58%	-	58%	-	*	82%	64%	*
At Meets Grade Level or Above	2022	42%	57%	**78%**	-	-	-	-	-	-	56%	*	60%	-	-	81%	56%	*
	2021	37%	51%	**51%**	-	-	-	-	-	-	25%	-	25%	-	*	52%	36%	*
At Masters Grade Level	2022	20%	28%	**43%**	-	-	-	-	-	-	25%	*	27%	-	-	45%	25%	*
	2021	18%	25%	**29%**	-	-	-	-	-	-	17%	-	17%	-	*	30%	14%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**88%**	-	-	-	-	-	-	96%	-	96%	-	-	87%	96%	*
	2019	69%	70%	**71%**	-	-	-	-	-		65%	65%	-		-		65%	
All Grades ELA/Reading	2022	78%	80%	**79%**	-	-	-	-	-	-	100%	-	100%	-	-	77%	100%	*
	2019	68%	69%	**66%**	-	-	-	-	-		80%	80%	-		-		80%	
All Grades Mathematics	2022	69%	75%	**96%**	-	-	-	-	-	-	92%	-	92%	-	-	96%	92%	*
	2019	70%	71%	**75%**	-	-	-	-	-		50%	50%	-		-		50%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**91%**	79%	86%	95%	-	100%	-	100%	89%	86%	96%	74%	87%	77%
Not Included in Accountability: Mobile	5%	4%	**9%**	21%	14%	5%	-	0%	-	0%	11%	14%	4%	26%	13%	23%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**91%**	79%	86%	95%	-	100%	-	*	89%	86%	96%	74%	87%	77%
Not Included in Accountability: Mobile	5%	4%	**9%**	21%	14%	5%	-	0%	-	*	11%	14%	4%	26%	13%	23%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**91%**	79%	86%	95%	-	100%	-	*	89%	86%	96%	74%	87%	77%
Not Included in Accountability: Mobile	5%	4%	**9%**	21%	14%	5%	-	0%	-	*	11%	14%	4%	26%	13%	23%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**99%**	100%	98%	99%	*	100%	-	100%	97%	100%	99%	98%	98%	100%
Included in Accountability	83%	91%	**96%**	100%	98%	97%	*	100%	-	71%	94%	100%	99%	88%	95%	100%
Not Included in Accountability: Mobile	3%	3%	**2%**	0%	0%	2%	*	0%	-	29%	3%	0%	0%	10%	3%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	**1%**	0%	2%	1%	*	0%	-	0%	3%	0%	1%	2%	2%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	5%	**1%**	0%	2%	1%	*	0%	-	0%	1%	0%	1%	2%	2%	0%
Reading																
Assessment Participant	89%	95%	**98%**	100%	97%	98%	*	*	-	100%	97%	*	98%	97%	97%	100%
Included in Accountability	83%	91%	**96%**	100%	97%	96%	*	*	-	71%	93%	*	98%	87%	94%	100%
Not Included in Accountability: Mobile	3%	3%	**2%**	0%	0%	2%	*	*	-	29%	3%	*	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	11%	5%	**2%**	0%	3%	2%	*	*	-	0%	3%	*	2%	3%	3%	0%
Absent	2%	1%	**1%**	0%	0%	1%	*	*	-	0%	3%	*	1%	0%	0%	0%
Other	10%	4%	**1%**	0%	3%	1%	*	*	-	0%	0%	*	1%	3%	3%	0%
Mathematics																
Assessment Participant	88%	94%	**98%**	100%	97%	98%	*	*	-	100%	97%	*	98%	97%	97%	100%
Included in Accountability	84%	91%	**96%**	100%	97%	96%	*	*	-	71%	93%	*	98%	87%	94%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	0%	2%	*	*	-	29%	3%	*	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	6%	**2%**	0%	3%	2%	*	*	-	0%	3%	*	2%	3%	3%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	10%	5%	**2%**	0%	3%	2%	*	*	-	0%	3%	*	2%	3%	3%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**96.5%**	93.1%	96.7%	96.9%	*	98.0%	-	92.5%	95.7%	95.2%	97.0%
2019-20	98.3%	98.9%	**99.1%**	98.8%	99.2%	99.2%	*	99.8%	-	99.0%	98.8%	98.8%	99.3%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**9.3%**	26.9%	9.5%	5.5%	*	10.0%	-	28.6%	10.3%	16.3%	6.1%
2019-20	6.7%	5.2%	**2.7%**	0.0%	5.7%	2.1%	0.0%	0.0%	-	0.0%	4.5%	4.5%	5.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	410	100.0%	4,983	5,402,928	417	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	9	2.2%	0.7%	0.3%	14	3.4%	1.2%	0.4%
Pre-Kindergarten	15	3.7%	1.8%	4.1%	15	3.6%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	15	3.7%	1.8%	3.5%	15	3.6%	1.8%	3.5%
Kindergarten	84	20.5%	7.4%	6.8%	85	20.4%	7.4%	6.8%
Grade 1	77	18.8%	7.8%	7.1%	77	18.5%	7.7%	7.1%
Grade 2	76	18.5%	7.1%	7.1%	77	18.5%	7.1%	7.1%
Grade 3	80	19.5%	8.0%	7.1%	80	19.2%	8.0%	7.1%
Grade 4	69	16.8%	7.1%	7.1%	69	16.5%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	8.2%	7.4%	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	24	5.9%	8.4%	12.8%	24	5.8%	8.3%	12.8%
Hispanic	128	31.2%	28.9%	52.8%	131	31.4%	29.0%	52.7%
White	226	55.1%	52.0%	26.3%	229	54.9%	52.0%	26.3%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	15	3.7%	7.1%	4.8%	15	3.6%	7.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	3.9%	3.0%	2.9%	17	4.1%	3.0%	2.9%
Sex:								
Female	210	51.2%	48.9%	48.9%	212	50.8%	48.8%	48.8%
Male	200	48.8%	51.1%	51.1%	205	49.2%	51.2%	51.2%
Economically Disadvantaged	198	48.3%	45.8%	60.7%	200	48.0%	45.7%	60.6%
Non-Educationally Disadvantaged	212	51.7%	54.2%	39.3%	217	52.0%	54.3%	39.4%
Section 504 Students	26	6.3%	9.7%	7.4%	26	6.2%	9.6%	7.4%
EB Students/EL	38	9.3%	11.2%	21.7%	38	9.1%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.4%	0.6%				
Students w/ Dyslexia	21	5.1%	5.2%	5.0%	22	5.3%	5.2%	5.0%
Foster Care	2	0.5%	0.3%	0.3%	2	0.5%	0.3%	0.3%
Homeless	0	0.0%	0.3%	1.1%	0	0.0%	0.3%	1.1%
Immigrant	0	0.0%	0.5%	2.0%	0	0.0%	0.5%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	410	100.0%	42.9%	64.3%	410	98.3%	42.6%	64.3%
Military Connected	7	1.7%	1.5%	3.3%	7	1.7%	1.5%	3.3%
At-Risk	153	37.3%	39.0%	53.5%	153	36.7%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	37	9.0%	10.6%	21.9%	37	8.9%	10.6%	21.8%
Gifted and Talented Education	15	3.7%	5.7%	8.0%	15	3.6%	5.7%	8.0%
Special Education	56	13.7%	12.3%	11.6%	60	14.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability Students with Intellectual Disabilities	14	25.0%	37.1%	43.0%				
Students with Physical Disabilities	27	48.2%	25.1%	20.8%				
Students with Autism	8	14.3%	14.2%	14.7%				
Students with Behavioral Disabilities	*	*	22.0%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	41	11.2%	9.6%	13.6%				
By Ethnicity: African American	2	0.5%	1.4%	2.5%				
Hispanic	12	3.3%	2.6%	6.6%				
White	22	6.0%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.3%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	1.1%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	5.2%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	8.8%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	27	16.1%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	78	22.0%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.0%	1.9%	0.0%	0.0%	5.2%
Grade 1	2.9%	6.8%	2.9%	0.0%	14.3%	4.2%
Grade 2	4.3%	2.7%	1.7%	8.3%	3.1%	2.2%
Grade 3	0.0%	1.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.3%	0.7%	5.9%	1.8%	0.7%
Grade 5	-	0.3%	0.5%	-	1.6%	0.7%
Grade 6	-	1.3%	0.6%	-	0.0%	0.6%
Grade 7	-	1.5%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	21.0	19.0	18.7
Grade 1	19.3	20.2	18.7
Grade 2	18.8	17.5	18.6
Grade 3	19.8	20.6	18.7
Grade 4	16.4	20.3	18.8
Grade 5	-	21.2	20.2
Grade 6	-	23.3	19.2
Secondary:			
English/Language Arts	-	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	-	19.2	17.5
Science	-	18.9	18.5
Social Studies	-	20.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	43.6	100.0%	100.0%	100.0%
Professional Staff:	36.6	83.9%	69.1%	64.1%
Teachers	30.0	68.8%	56.4%	49.3%
Professional Support	4.6	10.5%	8.5%	10.7%
Campus Administration (School Leadership)	2.0	4.6%	3.1%	2.9%
Educational Aides:	7.0	16.1%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,194.0
Part-time Librarians	1.0	n/a	2.0	607.0
Full-time Counselors	1.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	3.0	6.9%	12.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	0.0	0.0%	7.3%	28.9%
White	30.0	100.0%	89.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	2.0	6.7%	19.4%	24.1%
Females	28.0	93.3%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	27.0	90.0%	82.8%	72.6%
Masters	3.0	10.0%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.8%	7.9%
1-5 Years Experience	4.0	13.3%	17.3%	26.7%
6-10 Years Experience	6.0	20.0%	20.9%	20.6%
11-20 Years Experience	7.0	23.3%	29.6%	28.6%
21-30 Years Experience	7.0	23.3%	19.0%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	6.0	20.0%	8.4%	2.9%
Number of Students per Teacher	13.7	n/a	13.5	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	4.8	6.3
Average Years Experience of Principals with District	9.0	4.8	5.4
Average Years Experience of Assistant Principals	3.0	4.5	5.5
Average Years Experience of Assistant Principals with District	3.0	3.4	4.8
Average Years Experience of Teachers:	18.1	14.5	11.1
Average Years Experience of Teachers with District:	13.6	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,859	$51,054
1-5 Years Experience	$53,350	$52,891	$54,577
6-10 Years Experience	$55,668	$55,977	$57,746
11-20 Years Experience	$60,107	$60,278	$61,377
21-30 Years Experience	$66,464	$66,095	$65,949
Over 30 Years Experience	$73,167	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$62,414	$60,013	$58,887
Professional Support	$68,271	$74,304	$69,505
Campus Administration (School Leadership)	$83,285	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.3%	3.1%	6.2%
Career and Technical Education	0.0	0.0%	4.6%	5.2%
Compensatory Education	0.6	1.9%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	26.0	86.7%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.4	8.1%	10.9%	9.6%
Other	0.0	0.0%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HILLCREST EL

Campus Number: 123905103

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	88%	**85%**	77%	84%	88%	-	91%	-	*	64%	*	87%	78%	85%	83%
	2021	67%	83%	**72%**	71%	75%	62%	-	91%	-	*	25%	*	76%	55%	65%	83%
At Meets Grade Level or Above	2022	51%	65%	**65%**	46%	64%	71%	-	73%	-	*	21%	*	67%	61%	62%	60%
	2021	39%	53%	**40%**	29%	36%	41%	-	73%	-	*	0%	*	44%	25%	32%	48%
At Masters Grade Level	2022	30%	37%	**35%**	15%	34%	38%	-	55%	-	*	14%	*	38%	22%	25%	27%
	2021	19%	28%	**23%**	24%	22%	21%	-	36%	-	*	0%	*	25%	15%	10%	28%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	83%	**83%**	46%	88%	92%	-	91%	-	*	53%	*	84%	83%	83%	87%
	2021	62%	80%	**69%**	53%	75%	77%	-	64%	-	*	25%	*	70%	65%	59%	69%
At Meets Grade Level or Above	2022	43%	53%	**51%**	15%	55%	54%	-	73%	-	*	13%	*	54%	39%	43%	55%
	2021	31%	46%	**31%**	18%	31%	30%	-	64%	-	*	0%	*	33%	25%	20%	41%
At Masters Grade Level	2022	21%	27%	**25%**	0%	29%	13%	-	64%	-	*	7%	*	28%	17%	22%	35%
	2021	14%	24%	**17%**	12%	17%	10%	-	45%	-	*	0%	*	18%	10%	10%	31%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	90%	**86%**	88%	80%	85%	-	100%	-	*	45%	*	86%	88%	85%	83%
	2021	63%	79%	**63%**	50%	67%	67%	-	60%	-	*	25%	*	64%	63%	60%	52%
At Meets Grade Level or Above	2022	54%	73%	**65%**	56%	60%	67%	-	83%	-	*	27%	*	69%	54%	58%	62%
	2021	36%	52%	**37%**	7%	43%	39%	-	40%	-	*	13%	*	38%	33%	25%	40%
At Masters Grade Level	2022	28%	36%	**29%**	31%	20%	26%	-	58%	-	*	9%	*	27%	33%	19%	38%
	2021	17%	23%	**12%**	0%	13%	12%	-	10%	-	*	0%	*	15%	4%	5%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	94%	**85%**	81%	77%	93%	-	92%	-	*	45%	*	86%	83%	83%	72%
	2021	59%	76%	**56%**	36%	53%	58%	-	80%	-	*	25%	*	59%	46%	42%	48%
At Meets Grade Level or Above	2022	43%	72%	**57%**	56%	51%	59%	-	75%	-	*	27%	*	54%	67%	52%	48%
	2021	36%	53%	**39%**	14%	47%	36%	-	50%	-	*	0%	*	42%	29%	27%	32%
At Masters Grade Level	2022	23%	44%	**31%**	25%	17%	37%	-	67%	-	*	0%	*	33%	25%	25%	24%
	2021	21%	35%	**30%**	0%	33%	30%	-	50%	-	*	0%	*	35%	17%	18%	24%
All Grades All Subjects																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	84%	**85%**	74%	83%	89%	-	93%	-	93%	53%	86%	86%	83%	84%	82%
	2021	67%	80%	**64%**	49%	69%	65%	-	68%	-	54%	20%	50%	66%	55%	56%	63%
At Meets Grade Level or Above	2022	48%	60%	**60%**	45%	58%	63%	-	76%	-	64%	22%	57%	61%	55%	54%	56%
	2021	41%	53%	**34%**	15%	38%	33%	-	49%	-	46%	3%	38%	36%	26%	23%	37%
At Masters Grade Level	2022	23%	30%	**30%**	19%	26%	28%	-	61%	-	29%	8%	14%	32%	24%	23%	31%
	2021	18%	26%	**19%**	9%	20%	16%	-	30%	-	46%	0%	13%	21%	12%	9%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**86%**	83%	82%	86%	-	96%	-	100%	56%	86%	86%	83%	85%	83%
	2021	68%	80%	**68%**	61%	71%	65%	-	76%	-	60%	25%	*	70%	59%	63%	69%
At Meets Grade Level or Above	2022	53%	64%	**65%**	52%	62%	69%	-	78%	-	86%	24%	43%	68%	57%	60%	61%
	2021	45%	55%	**38%**	19%	39%	40%	-	57%	-	40%	6%	*	41%	30%	29%	44%
At Masters Grade Level	2022	25%	33%	**32%**	24%	28%	31%	-	57%	-	29%	12%	0%	33%	28%	23%	32%
	2021	18%	26%	**18%**	13%	18%	16%	-	24%	-	40%	0%	*	21%	9%	8%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**84%**	66%	84%	92%	-	91%	-	86%	50%	86%	85%	83%	83%	80%
	2021	66%	80%	**62%**	45%	65%	67%	-	71%	-	40%	25%	*	65%	55%	51%	59%
At Meets Grade Level or Above	2022	42%	57%	**54%**	38%	53%	57%	-	74%	-	43%	19%	71%	54%	53%	47%	52%
	2021	37%	51%	**35%**	16%	38%	33%	-	57%	-	40%	0%	*	37%	27%	23%	37%
At Masters Grade Level	2022	20%	28%	**28%**	14%	24%	25%	-	65%	-	29%	4%	29%	30%	21%	23%	30%
	2021	18%	25%	**23%**	6%	24%	21%	-	48%	-	40%	0%	*	26%	14%	14%	28%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	45%	**42%**	8%	44%	50%	-	55%	-	*	14%	*	45%	30%	35%	40%
	2021	24%	40%	**25%**	18%	22%	24%	-	55%	-	*	0%	*	29%	10%	17%	31%
Reading and Mathematics Including EOC	2022	36%	45%	**42%**	8%	44%	50%	-	55%	-	*	14%	*	45%	30%	35%	40%
	2021	24%	40%	**25%**	18%	22%	24%	-	55%	-	*	0%	*	29%	10%	17%	31%
Reading Including EOC	2022	51%	65%	**65%**	46%	64%	71%	-	73%	-	*	21%	*	67%	61%	62%	60%
	2021	38%	53%	**40%**	29%	36%	41%	-	73%	-	*	0%	*	44%	25%	32%	48%
Math Including EOC	2022	43%	53%	**51%**	15%	55%	54%	-	73%	-	*	13%	*	54%	39%	43%	55%
	2021	31%	46%	**31%**	18%	31%	30%	-	64%	-	*	0%	*	33%	25%	20%	41%
4th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	60%	**44%**	38%	37%	44%	-	67%	-	*	9%	*	44%	42%	37%	41%
	2021	26%	41%	**27%**	0%	33%	27%	-	30%	-	*	0%	*	29%	21%	16%	24%
Reading and Mathematics Including EOC	2022	36%	60%	**44%**	38%	37%	44%	-	67%	-	*	9%	*	44%	42%	37%	41%
	2021	26%	41%	**27%**	0%	33%	27%	-	30%	-	*	0%	*	29%	21%	16%	24%
Reading Including EOC	2022	54%	73%	**65%**	56%	60%	67%	-	83%	-	*	27%	*	69%	54%	58%	62%
	2021	36%	52%	**37%**	7%	43%	39%	-	40%	-	*	13%	*	38%	33%	25%	40%
Math Including EOC	2022	43%	72%	**57%**	56%	51%	59%	-	75%	-	*	27%	*	54%	67%	52%	48%
	2021	36%	53%	**39%**	14%	47%	36%	-	50%	-	*	0%	*	42%	29%	27%	32%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**43%**	24%	41%	47%	-	61%	-	43%	12%	29%	45%	36%	36%	41%
	2021	26%	38%	**26%**	10%	27%	26%	-	43%	-	40%	0%	*	29%	16%	17%	28%
Reading and Mathematics Including EOC	2022	36%	47%	**43%**	24%	41%	47%	-	61%	-	43%	12%	29%	45%	36%	36%	41%
	2021	28%	40%	**26%**	10%	27%	26%	-	43%	-	40%	0%	*	29%	16%	17%	28%
Reading Including EOC	2022	53%	64%	**65%**	52%	62%	69%	-	78%	-	86%	24%	43%	68%	57%	60%	61%
	2021	41%	51%	**38%**	19%	39%	40%	-	57%	-	40%	6%	*	41%	30%	29%	44%
Math Including EOC	2022	43%	56%	**54%**	38%	53%	57%	-	74%	-	43%	19%	71%	54%	53%	47%	52%
	2021	37%	52%	**35%**	16%	38%	33%	-	57%	-	40%	0%	*	37%	27%	23%	37%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	83	**85**	86	80	86	-	95	-	*	56	*	84	89	82	92
	2019	61	74	**74**	93	79	61	*	63	-	*	71	-	72	76	74	69
Grade 4 Mathematics	2022	74	92	**86**	93	75	90	-	100	-	*	50	*	85	92	85	73
	2019	65	77	**87**	93	85	92	*	93	-	*	79	-	92	78	89	81
All Grades Both Subjects	2022	74	78	**86**	89	77	88	-	98	-	100	53	*	85	90	83	83
	2019	69	70	**80**	93	82	76	*	78	-	67	75	-	82	77	81	75
All Grades ELA/Reading	2022	78	80	**85**	86	80	86	-	95	-	*	56	*	84	89	82	92
	2019	68	69	**74**	93	79	61	*	63	-	*	71	-	72	76	74	69
All Grades Mathematics	2022	69	75	**86**	93	75	90	-	100	-	*	50	*	85	92	85	73
	2019	70	71	**87**	93	85	92	*	93	-	*	79	-	92	78	89	81

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**85%**	84%	-	-	-	90%	75%	76%	63%	78%	-	-	86%	79%	100%
	2021	67%	80%	**64%**	65%	54%	-	-	88%	-	60%	50%	63%	-	60%	64%	62%	100%
At Meets Grade Level or Above	2022	48%	60%	**60%**	53%	-	-	-	52%	55%	52%	13%	58%	-	-	61%	51%	100%
	2021	41%	53%	**34%**	42%	38%	-	-	50%	-	29%	7%	37%	-	20%	33%	34%	100%
At Masters Grade Level	2022	23%	30%	**30%**	25%	-	-	-	26%	25%	26%	13%	28%	-	-	29%	25%	83%
	2021	18%	26%	**19%**	24%	19%	-	-	33%	-	15%	7%	17%	-	0%	18%	18%	80%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**86%**	84%	-	-	-	87%	80%	79%	*	80%	-	-	87%	81%	100%
	2021	68%	80%	**68%**	68%	56%	-	-	83%	-	70%	60%	72%	-	*	67%	67%	*
At Meets Grade Level or Above	2022	53%	64%	**65%**	60%	-	-	-	60%	60%	55%	*	60%	-	-	67%	57%	100%
	2021	45%	55%	**38%**	46%	50%	-	-	42%	-	39%	0%	50%	-	*	36%	42%	*
At Masters Grade Level	2022	25%	33%	**32%**	24%	-	-	-	20%	30%	31%	*	32%	-	-	32%	26%	83%
	2021	18%	26%	**18%**	18%	13%	-	-	25%	-	17%	0%	22%	-	*	18%	15%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**84%**	85%	-	-	-	94%	70%	72%	*	76%	-	-	86%	78%	100%
	2021	66%	80%	**62%**	64%	44%	-	-	92%	-	52%	20%	61%	-	*	64%	58%	*
At Meets Grade Level or Above	2022	42%	57%	**54%**	46%	-	-	-	44%	50%	48%	*	56%	-	-	55%	46%	100%
	2021	37%	51%	**35%**	46%	38%	-	-	58%	-	26%	20%	28%	-	*	34%	35%	*
At Masters Grade Level	2022	20%	28%	**28%**	27%	-	-	-	31%	20%	21%	*	24%	-	-	27%	24%	83%
	2021	18%	25%	**23%**	36%	31%	-	-	42%	-	17%	20%	17%	-	*	21%	25%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**86%**	68%	-	-	-	-	68%	92%	*	91%	-	-	87%	81%	*
	2019	69%	70%	**80%**	64%	64%	-	-	-		72%	72%	-		*		70%	
All Grades ELA/Reading	2022	78%	80%	**85%**	90%	-	-	-	-	90%	93%	*	93%	-	-	82%	92%	*
	2019	68%	69%	**74%**	71%	71%	-	-	-		63%	63%	-		*		69%	
All Grades Mathematics	2022	69%	75%	**86%**	45%	-	-	-	-	45%	90%	*	89%	-	-	92%	71%	*
	2019	70%	71%	**87%**	57%	57%	-	-	-		81%	81%	-		*		72%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	97%	93%	91%	-	96%	-	88%	94%	88%	98%	80%	96%	90%
Not Included in Accountability: Mobile	5%	4%	**6%**	3%	4%	9%	-	4%	-	13%	4%	13%	1%	17%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	3%	0%	-	0%	-	0%	2%	0%	0%	3%	0%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**93%**	97%	92%	91%	-	96%	-	88%	93%	88%	98%	80%	96%	89%
Not Included in Accountability: Mobile	5%	4%	**6%**	3%	4%	9%	-	4%	-	13%	4%	13%	1%	17%	3%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	3%	0%	-	0%	-	0%	4%	0%	1%	3%	1%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	97%	93%	91%	-	96%	-	88%	96%	88%	99%	80%	97%	91%
Not Included in Accountability: Mobile	5%	4%	**6%**	3%	4%	9%	-	4%	-	13%	4%	13%	1%	17%	3%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	0%	-	0%	0%	0%	0%	3%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**98%**	95%	97%	99%	-	98%	-	100%	98%	100%	97%	100%	98%	97%
Included in Accountability	83%	91%	**94%**	93%	92%	96%	-	95%	-	87%	95%	100%	96%	88%	96%	90%
Not Included in Accountability: Mobile	3%	3%	**3%**	2%	3%	3%	-	0%	-	13%	0%	0%	1%	10%	1%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	4%	-	0%	2%	0%	1%	2%	1%	3%
Not Tested	12%	6%	**2%**	5%	3%	1%	-	2%	-	0%	2%	0%	3%	0%	2%	3%
Absent	2%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Other	10%	5%	**2%**	5%	2%	1%	-	2%	-	0%	2%	0%	3%	0%	2%	3%
Reading																
Assessment Participant	89%	95%	**98%**	94%	97%	98%	-	100%	-	100%	100%	*	97%	100%	98%	98%
Included in Accountability	83%	91%	**93%**	91%	92%	95%	-	91%	-	83%	94%	*	95%	86%	94%	89%
Not Included in Accountability: Mobile	3%	3%	**3%**	3%	3%	3%	-	0%	-	17%	0%	*	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	0%	3%	0%	-	9%	-	0%	6%	*	1%	4%	2%	7%
Not Tested	11%	5%	**3%**	6%	3%	2%	-	0%	-	0%	0%	*	3%	0%	2%	2%
Absent	2%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Other	10%	4%	**2%**	6%	1%	2%	-	0%	-	0%	0%	*	3%	0%	2%	2%
Mathematics																
Assessment Participant	88%	94%	**97%**	94%	96%	100%	-	95%	-	100%	94%	*	96%	100%	97%	95%
Included in Accountability	84%	91%	**94%**	91%	93%	97%	-	95%	-	83%	94%	*	95%	90%	95%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	3%	3%	3%	-	0%	-	17%	0%	*	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	6%	**3%**	6%	4%	0%	-	5%	-	0%	6%	*	4%	0%	3%	5%
Absent	2%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Other	10%	5%	**3%**	6%	3%	0%	-	5%	-	0%	6%	*	3%	0%	2%	5%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**95.0%**	92.4%	95.4%	95.3%	-	97.0%	-	94.2%	94.0%	94.2%	95.8%
2019-20	98.3%	98.9%	**98.8%**	97.8%	98.9%	99.1%	*	99.4%	*	98.6%	98.6%	98.5%	99.1%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**15.9%**	30.3%	14.8%	11.3%	-	7.0%	-	22.2%	17.8%	18.9%	15.5%
2019-20	6.7%	5.2%	**3.2%**	10.3%	2.4%	0.7%	*	0.0%	*	0.0%	1.8%	5.1%	0.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	578	100.0%	4,983	5,402,928	582	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	7	1.2%	0.7%	0.3%	11	1.9%	1.2%	0.4%
Pre-Kindergarten	41	7.1%	1.8%	4.1%	41	7.0%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	41	7.1%	1.8%	3.5%	41	7.0%	1.8%	3.5%
Kindergarten	96	16.6%	7.4%	6.8%	96	16.5%	7.4%	6.8%
Grade 1	126	21.8%	7.8%	7.1%	126	21.6%	7.7%	7.1%
Grade 2	99	17.1%	7.1%	7.1%	99	17.0%	7.1%	7.1%
Grade 3	108	18.7%	8.0%	7.1%	108	18.6%	8.0%	7.1%
Grade 4	101	17.5%	7.1%	7.1%	101	17.4%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	8.2%	7.4%	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	82	14.2%	8.4%	12.8%	82	14.1%	8.3%	12.8%
Hispanic	249	43.1%	28.9%	52.8%	251	43.1%	29.0%	52.7%
White	163	28.2%	52.0%	26.3%	165	28.4%	52.0%	26.3%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	61	10.6%	7.1%	4.8%	61	10.5%	7.1%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	21	3.6%	3.0%	2.9%	21	3.6%	3.0%	2.9%
Sex:								
Female	283	49.0%	48.9%	48.9%	285	49.0%	48.8%	48.8%
Male	295	51.0%	51.1%	51.1%	297	51.0%	51.2%	51.2%
Economically Disadvantaged	365	63.1%	45.8%	60.7%	368	63.2%	45.7%	60.6%
Non-Educationally Disadvantaged	213	36.9%	54.2%	39.3%	214	36.8%	54.3%	39.4%
Section 504 Students	19	3.3%	9.7%	7.4%	19	3.3%	9.6%	7.4%
EB Students/EL	173	29.9%	11.2%	21.7%	173	29.7%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.4%	0.6%				
Students w/ Dyslexia	21	3.6%	5.2%	5.0%	21	3.6%	5.2%	5.0%
Foster Care	5	0.9%	0.3%	0.3%	5	0.9%	0.3%	0.3%
Homeless	1	0.2%	0.3%	1.1%	1	0.2%	0.3%	1.1%
Immigrant	10	1.7%	0.5%	2.0%	10	1.7%	0.5%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	578	100.0%	42.9%	64.3%	578	99.3%	42.6%	64.3%
Military Connected	9	1.6%	1.5%	3.3%	9	1.5%	1.5%	3.3%
At-Risk	256	44.3%	39.0%	53.5%	256	44.0%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	171	29.6%	10.6%	21.9%	171	29.4%	10.6%	21.8%
Gifted and Talented Education	16	2.8%	5.7%	8.0%	16	2.7%	5.7%	8.0%
Special Education	56	9.7%	12.3%	11.6%	58	10.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability Students with Intellectual Disabilities	11	19.6%	37.1%	43.0%				
Students with Physical Disabilities	25	44.6%	25.1%	20.8%				
Students with Autism	**	**	14.2%	14.7%				
Students with Behavioral Disabilities	10	17.9%	22.0%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	53	12.0%	9.6%	13.6%				
By Ethnicity: African American	14	3.2%	1.4%	2.5%				
Hispanic	15	3.4%	2.6%	6.6%				
White	16	3.6%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	4	0.9%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.9%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	13.3%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	10.0%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	30	10.8%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	88	19.5%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.0%	1.9%	0.0%	0.0%	5.2%
Grade 1	11.0%	6.8%	2.9%	40.0%	14.3%	4.2%
Grade 2	2.3%	2.7%	1.7%	0.0%	3.1%	2.2%
Grade 3	2.2%	1.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	1.1%	0.3%	0.7%	0.0%	1.8%	0.7%
Grade 5	-	0.3%	0.5%	-	1.6%	0.7%
Grade 6	-	1.3%	0.6%	-	0.0%	0.6%
Grade 7	-	1.5%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	14.8	19.0	18.7
Grade 1	21.2	20.2	18.7
Grade 2	16.6	17.5	18.6
Grade 3	21.7	20.6	18.7
Grade 4	21.3	20.3	18.8
Grade 5	-	21.2	20.2
Grade 6	-	23.3	19.2
Secondary:			
English/Language Arts	-	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	-	19.2	17.5
Science	-	18.9	18.5
Social Studies	-	20.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	52.2	100.0%	100.0%	100.0%
Professional Staff:	46.2	88.5%	69.1%	64.1%
Teachers	40.2	77.0%	56.4%	49.3%
Professional Support	4.0	7.7%	8.5%	10.7%
Campus Administration (School Leadership)	2.0	3.8%	3.1%	2.9%
Educational Aides:	6.0	11.5%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	1.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	13.0	24.9%	12.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	8.0	19.9%	7.3%	28.9%
White	30.2	75.1%	89.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	2.0	5.0%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	3.0	7.5%	19.4%	24.1%
Females	37.2	92.5%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	37.2	92.5%	82.8%	72.6%
Masters	3.0	7.5%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.4	11.1%	4.8%	7.9%
1-5 Years Experience	6.7	16.7%	17.3%	26.7%
6-10 Years Experience	11.0	27.4%	20.9%	20.6%
11-20 Years Experience	8.0	19.9%	29.6%	28.6%
21-30 Years Experience	8.0	19.9%	19.0%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	5.0%	8.4%	2.9%
Number of Students per Teacher	14.4	n/a	13.5	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	4.8	6.3
Average Years Experience of Principals with District	9.0	4.8	5.4
Average Years Experience of Assistant Principals	5.0	4.5	5.5
Average Years Experience of Assistant Principals with District	5.0	3.4	4.8
Average Years Experience of Teachers:	11.3	14.5	11.1
Average Years Experience of Teachers with District:	8.7	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,398	$50,859	$51,054
1-5 Years Experience	$52,468	$52,891	$54,577
6-10 Years Experience	$55,659	$55,977	$57,746
11-20 Years Experience	$60,578	$60,278	$61,377
21-30 Years Experience	$64,438	$66,095	$65,949
Over 30 Years Experience	$70,750	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,022	$60,013	$58,887
Professional Support	$67,134	$74,304	$69,505
Campus Administration (School Leadership)	$87,939	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.7	14.2%	3.1%	6.2%
Career and Technical Education	0.0	0.0%	4.6%	5.2%
Compensatory Education	1.9	4.8%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	30.6	76.1%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.0	5.0%	10.9%	9.6%
Other	0.0	0.0%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: LANGHAM EL

Campus Number: 123905104

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	88%	**94%**	*	96%	92%	-	*	-	*	88%	*	93%	100%	93%	86%
	2021	67%	83%	**94%**	100%	90%	97%	-	100%	-	*	83%	*	95%	92%	95%	*
At Meets Grade Level or Above	2022	51%	65%	**61%**	*	43%	74%	-	*	-	*	38%	*	62%	56%	46%	43%
	2021	39%	53%	**61%**	60%	50%	65%	-	80%	-	*	67%	*	66%	38%	51%	*
At Masters Grade Level	2022	30%	37%	**33%**	*	17%	40%	-	*	-	*	19%	*	35%	11%	22%	14%
	2021	19%	28%	**35%**	0%	20%	43%	-	60%	-	*	33%	*	41%	8%	26%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	83%	**86%**	*	78%	91%	-	*	-	*	69%	*	85%	89%	80%	71%
	2021	62%	80%	**90%**	60%	95%	95%	-	80%	-	*	83%	*	91%	85%	86%	*
At Meets Grade Level or Above	2022	43%	53%	**53%**	*	35%	62%	-	*	-	*	25%	*	57%	22%	44%	43%
	2021	31%	46%	**58%**	60%	40%	68%	-	60%	-	*	50%	*	64%	31%	49%	*
At Masters Grade Level	2022	21%	27%	**23%**	*	26%	21%	-	*	-	*	13%	*	26%	0%	20%	29%
	2021	14%	24%	**28%**	20%	10%	32%	-	60%	-	*	17%	*	32%	8%	19%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	90%	**96%**	*	88%	100%	-	86%	-	*	80%	*	98%	86%	94%	*
	2021	63%	79%	**85%**	*	75%	93%	-	*	-	*	38%	-	85%	82%	78%	100%
At Meets Grade Level or Above	2022	54%	73%	**88%**	*	75%	92%	-	86%	-	*	60%	*	89%	86%	89%	*
	2021	36%	52%	**59%**	*	42%	68%	-	*	-	*	8%	-	61%	53%	46%	50%
At Masters Grade Level	2022	28%	36%	**42%**	*	13%	51%	-	57%	-	*	0%	*	42%	43%	34%	*
	2021	17%	23%	**30%**	*	17%	37%	-	*	-	*	0%	-	31%	24%	19%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	94%	**100%**	*	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	*
	2021	59%	76%	**83%**	*	79%	85%	-	*	-	*	23%	-	83%	82%	76%	88%
At Meets Grade Level or Above	2022	43%	72%	**78%**	*	63%	87%	-	57%	-	*	60%	*	77%	79%	80%	*
	2021	36%	53%	**62%**	*	42%	76%	-	*	-	*	15%	-	61%	65%	46%	50%
At Masters Grade Level	2022	23%	44%	**51%**	*	25%	59%	-	57%	-	*	20%	*	51%	50%	49%	*
	2021	21%	35%	**35%**	*	21%	46%	-	*	-	*	0%	-	35%	35%	19%	13%
All Grades All Subjects																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	84%	**93%**	100%	90%	95%	-	86%	-	100%	81%	100%	93%	93%	91%	75%
	2021	67%	80%	**85%**	69%	81%	88%	-	84%	-	71%	41%	*	86%	81%	80%	90%
At Meets Grade Level or Above	2022	48%	60%	**69%**	60%	51%	77%	-	59%	-	83%	38%	100%	69%	65%	63%	40%
	2021	41%	53%	**58%**	56%	44%	67%	-	58%	-	57%	24%	*	61%	48%	46%	40%
At Masters Grade Level	2022	23%	30%	**36%**	30%	21%	41%	-	45%	-	67%	14%	50%	37%	30%	30%	15%
	2021	18%	26%	**29%**	6%	16%	36%	-	47%	-	43%	6%	*	32%	18%	18%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	84%	**95%**	100%	92%	96%	-	91%	-	*	86%	100%	95%	91%	93%	70%
	2021	68%	80%	**89%**	86%	82%	95%	-	88%	-	*	53%	*	90%	87%	88%	91%
At Meets Grade Level or Above	2022	53%	64%	**73%**	60%	56%	82%	-	64%	-	*	43%	100%	73%	74%	66%	40%
	2021	45%	55%	**60%**	57%	45%	67%	-	75%	-	*	26%	*	64%	47%	49%	36%
At Masters Grade Level	2022	25%	33%	**37%**	20%	15%	45%	-	45%	-	*	14%	33%	38%	30%	28%	10%
	2021	18%	26%	**32%**	0%	18%	40%	-	50%	-	*	11%	*	36%	17%	23%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	84%	**92%**	100%	87%	95%	-	82%	-	*	76%	100%	91%	96%	89%	80%
	2021	66%	80%	**86%**	57%	86%	90%	-	88%	-	*	42%	*	87%	83%	81%	91%
At Meets Grade Level or Above	2022	42%	57%	**64%**	60%	46%	73%	-	55%	-	*	33%	100%	65%	57%	61%	40%
	2021	37%	51%	**60%**	57%	41%	72%	-	50%	-	*	26%	*	63%	50%	48%	36%
At Masters Grade Level	2022	20%	28%	**35%**	40%	26%	37%	-	45%	-	*	14%	67%	36%	30%	33%	20%
	2021	18%	25%	**31%**	14%	16%	40%	-	50%	-	*	5%	*	34%	23%	19%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	45%	**46%**	*	22%	58%	-	*	-	*	19%	*	50%	11%	34%	29%
	2021	24%	40%	**53%**	60%	37%	59%	-	60%	-	*	50%	*	57%	33%	40%	*
Reading and Mathematics Including EOC	2022	36%	45%	**46%**	*	22%	58%	-	*	-	*	19%	*	50%	11%	34%	29%
	2021	24%	40%	**53%**	60%	37%	59%	-	60%	-	*	50%	*	57%	33%	40%	*
Reading Including EOC	2022	51%	65%	**61%**	*	43%	74%	-	*	-	*	38%	*	62%	56%	46%	43%
	2021	38%	53%	**62%**	60%	53%	65%	-	80%	-	*	67%	*	66%	42%	52%	*
Math Including EOC	2022	43%	53%	**53%**	*	35%	62%	-	*	-	*	25%	*	57%	22%	44%	43%
	2021	31%	46%	**59%**	60%	42%	68%	-	60%	-	*	50%	*	64%	33%	50%	*
4th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	60%	**72%**	*	44%	85%	-	57%	-	*	20%	*	70%	79%	74%	*
	2021	26%	41%	**47%**	*	28%	59%	-	*	-	*	0%	-	50%	39%	32%	22%
Reading and Mathematics Including EOC	2022	36%	60%	**72%**	*	44%	85%	-	57%	-	*	20%	*	70%	79%	74%	*
	2021	26%	41%	**47%**	*	28%	59%	-	*	-	*	0%	-	50%	39%	32%	22%
Reading Including EOC	2022	54%	73%	**88%**	*	75%	92%	-	86%	-	*	60%	*	89%	86%	89%	*
	2021	36%	52%	**58%**	*	40%	68%	-	*	-	*	8%	-	61%	50%	45%	44%
Math Including EOC	2022	43%	72%	**78%**	*	63%	87%	-	57%	-	*	60%	*	77%	79%	80%	*
	2021	36%	53%	**61%**	*	40%	76%	-	*	-	*	15%	-	61%	61%	45%	44%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	46%	**57%**	60%	31%	70%	-	45%	-	*	19%	100%	58%	52%	53%	30%
	2021	26%	38%	**50%**	57%	32%	59%	-	50%	-	*	16%	*	54%	37%	36%	18%
Reading and Mathematics Including EOC	2022	36%	47%	**57%**	60%	31%	70%	-	45%	-	*	19%	100%	58%	52%	53%	30%
	2021	28%	40%	**50%**	57%	32%	59%	-	50%	-	*	16%	*	54%	37%	36%	18%
Reading Including EOC	2022	53%	64%	**73%**	60%	56%	82%	-	64%	-	*	43%	100%	73%	74%	66%	40%
	2021	41%	51%	**60%**	57%	45%	67%	-	75%	-	*	26%	*	64%	47%	49%	36%
Math Including EOC	2022	43%	56%	**64%**	60%	46%	73%	-	55%	-	*	33%	100%	65%	57%	61%	40%
	2021	37%	52%	**60%**	57%	41%	72%	-	50%	-	*	26%	*	63%	50%	48%	36%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	83	**92**	*	93	90	-	92	-	*	*	*	90	96	93	*
	2019	61	74	**82**	*	93	81	-	*	*	*	75	*	86	69	90	92
Grade 4 Mathematics	2022	74	92	**91**	*	93	87	-	100	-	*	*	*	89	96	93	*
	2019	65	77	**76**	*	83	73	-	*	*	*	83	*	76	75	71	79
All Grades Both Subjects	2022	74	78	**91**	100	93	88	-	96	-	*	100	75	90	96	93	100
	2019	69	70	**79**	50	88	77	-	*	*	*	79	*	81	72	80	85
All Grades ELA/Reading	2022	78	80	**92**	*	93	90	-	92	-	*	*	*	90	96	93	*
	2019	68	69	**82**	*	93	81	-	*	*	*	75	*	86	69	90	92
All Grades Mathematics	2022	69	75	**91**	*	93	87	-	100	-	*	*	*	89	96	93	*
	2019	70	71	**76**	*	83	73	-	*	*	*	83	*	76	75	71	79

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	**93%**	-	-	-	-	-	-	69%	*	67%	-	-	95%	69%	*
	2021	67%	80%	**85%**	-	-	-	-	-	-	95%	*	100%	-	67%	84%	89%	*
At Meets Grade Level or Above	2022	48%	60%	**69%**	-	-	-	-	-	-	25%	*	25%	-	-	71%	25%	*
	2021	41%	53%	**58%**	-	-	-	-	-	-	29%	*	32%	-	50%	60%	33%	*
At Masters Grade Level	2022	23%	30%	**36%**	-	-	-	-	-	-	0%	*	0%	-	-	38%	0%	*
	2021	18%	26%	**29%**	-	-	-	-	-	-	0%	*	0%	-	0%	31%	0%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	84%	**95%**	-	-	-	-	-	-	63%	*	50%	-	-	96%	63%	*
	2021	68%	80%	**89%**	-	-	-	-	-	-	88%	*	100%	-	*	89%	90%	*
At Meets Grade Level or Above	2022	53%	64%	**73%**	-	-	-	-	-	-	25%	*	17%	-	-	76%	25%	*
	2021	45%	55%	**60%**	-	-	-	-	-	-	13%	*	14%	-	*	62%	30%	*
At Masters Grade Level	2022	25%	33%	**37%**	-	-	-	-	-	-	0%	*	0%	-	-	39%	0%	*
	2021	18%	26%	**32%**	-	-	-	-	-	-	0%	*	0%	-	*	34%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	84%	**92%**	-	-	-	-	-	-	75%	*	83%	-	-	93%	75%	*
	2021	66%	80%	**86%**	-	-	-	-	-	-	100%	*	100%	-	*	86%	90%	*
At Meets Grade Level or Above	2022	42%	57%	**64%**	-	-	-	-	-	-	25%	*	33%	-	-	66%	25%	*
	2021	37%	51%	**60%**	-	-	-	-	-	-	38%	*	43%	-	*	62%	30%	*
At Masters Grade Level	2022	20%	28%	**35%**	-	-	-	-	-	-	0%	*	0%	-	-	36%	0%	*
	2021	18%	25%	**31%**	-	-	-	-	-	-	0%	*	0%	-	*	33%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	**91%**	-	-	-	-	-	-	100%	-	100%	-	-	91%	100%	-
	2019	69%	70%	**79%**	-	-	-	-	-		82%	75%	*		*		84%	
All Grades ELA/Reading	2022	78%	80%	**92%**	-	-	-	-	-	-	*	-	*	-	-	91%	*	-
	2019	68%	69%	**82%**	-	-	-	-	-		100%	100%	*		*		100%	
All Grades Mathematics	2022	69%	75%	**91%**	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
	2019	70%	71%	**76%**	-	-	-	-	-		64%	50%	*		*		69%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	93%	97%	-	85%	-	100%	100%	100%	98%	79%	96%	71%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	7%	3%	-	15%	-	0%	0%	0%	2%	21%	4%	29%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	100%	93%	97%	-	85%	-	*	100%	100%	98%	79%	96%	71%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	7%	3%	-	15%	-	*	0%	0%	2%	21%	4%	29%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	93%	97%	-	85%	-	*	100%	100%	98%	79%	96%	71%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	7%	3%	-	15%	-	*	0%	0%	2%	21%	4%	29%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**97%**	100%	94%	100%	-	91%	-	70%	91%	*	97%	97%	95%	100%
Included in Accountability	83%	91%	**94%**	100%	90%	98%	-	83%	-	70%	91%	*	96%	88%	93%	88%
Not Included in Accountability: Mobile	3%	3%	**2%**	0%	3%	2%	-	0%	-	0%	0%	*	1%	7%	1%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	0%	0%	-	9%	-	0%	0%	*	0%	2%	1%	6%
Not Tested	12%	6%	**3%**	0%	6%	0%	-	9%	-	30%	9%	*	3%	3%	5%	0%
Absent	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	10%	5%	**3%**	0%	6%	0%	-	9%	-	30%	9%	*	3%	3%	5%	0%
Reading																
Assessment Participant	89%	95%	**97%**	100%	94%	100%	-	90%	-	*	90%	*	97%	97%	95%	100%
Included in Accountability	83%	91%	**93%**	100%	90%	98%	-	80%	-	*	90%	*	96%	86%	93%	85%
Not Included in Accountability: Mobile	3%	3%	**3%**	0%	4%	3%	-	0%	-	*	0%	*	1%	9%	1%	8%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	0%	0%	-	10%	-	*	0%	*	0%	3%	1%	8%
Not Tested	11%	5%	**3%**	0%	6%	0%	-	10%	-	*	10%	*	3%	3%	5%	0%
Absent	2%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	**3%**	0%	6%	0%	-	10%	-	*	10%	*	3%	3%	5%	0%
Mathematics																
Assessment Participant	88%	94%	**97%**	100%	94%	100%	-	90%	-	*	90%	*	97%	97%	95%	100%
Included in Accountability	84%	91%	**93%**	100%	90%	98%	-	80%	-	*	90%	*	96%	86%	93%	85%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	4%	3%	-	0%	-	*	0%	*	1%	9%	1%	8%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	0%	0%	0%	-	10%	-	*	0%	*	0%	3%	1%	8%
Not Tested	12%	6%	**3%**	0%	6%	0%	-	10%	-	*	10%	*	3%	3%	5%	0%
Absent	2%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	5%	**3%**	0%	6%	0%	-	10%	-	*	10%	*	3%	3%	5%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.0%	**96.0%**	96.5%	95.8%	96.0%	*	97.3%	-	97.3%	94.5%	95.3%	96.2%
2019-20	98.3%	98.9%	**99.1%**	99.0%	99.0%	99.1%	-	99.3%	*	99.2%	98.4%	98.8%	99.2%
Chronic Absenteeism													
2020-21	15.0%	10.8%	**9.5%**	0.0%	12.8%	8.8%	*	5.3%	-	7.7%	15.1%	13.3%	16.7%
2019-20	6.7%	5.2%	**3.3%**	0.0%	2.7%	3.8%	-	0.0%	*	7.1%	9.6%	5.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	318	358,842
By Ethnicity:				
African American	-	-	22	44,018
Hispanic	-	-	95	183,306
White	-	-	168	103,898
American Indian	-	-	3	1,195
Asian	-	-	26	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	0	56,281
Foundation H.S. Program (Endorsement)	-	-	88	13,582
Foundation H.S. Program (DLA)	-	-	229	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	132	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	32,809
At-Risk Graduates	-	-	103	155,884
CTE Completers	-	-	65	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	408	100.0%	4,983	5,402,928	414	100.0%	5,009	5,427,370
Students by Grade:								
Early Childhood Education	10	2.5%	0.7%	0.3%	16	3.9%	1.2%	0.4%
Pre-Kindergarten	12	2.9%	1.8%	4.1%	12	2.9%	1.8%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	12	2.9%	1.8%	3.5%	12	2.9%	1.8%	3.5%
Kindergarten	84	20.6%	7.4%	6.8%	84	20.3%	7.4%	6.8%
Grade 1	75	18.4%	7.8%	7.1%	75	18.1%	7.7%	7.1%
Grade 2	69	16.9%	7.1%	7.1%	69	16.7%	7.1%	7.1%
Grade 3	89	21.8%	8.0%	7.1%	89	21.5%	8.0%	7.1%
Grade 4	69	16.9%	7.1%	7.1%	69	16.7%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	8.2%	7.4%	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.3%	8.8%	0	0.0%	8.2%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 12	0	0.0%	7.5%	6.7%	0	0.0%	7.4%	6.7%
Ethnic Distribution:								
African American	17	4.2%	8.4%	12.8%	17	4.1%	8.3%	12.8%
Hispanic	93	22.8%	28.9%	52.8%	95	22.9%	29.0%	52.7%
White	252	61.8%	52.0%	26.3%	256	61.8%	52.0%	26.3%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	21	5.1%	7.1%	4.8%	21	5.1%	7.1%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	23	5.6%	3.0%	2.9%	23	5.6%	3.0%	2.9%
Sex:								
Female	197	48.3%	48.9%	48.9%	197	47.6%	48.8%	48.8%
Male	211	51.7%	51.1%	51.1%	217	52.4%	51.2%	51.2%
Economically Disadvantaged	221	54.2%	45.8%	60.7%	222	53.6%	45.7%	60.6%
Non-Educationally Disadvantaged	187	45.8%	54.2%	39.3%	192	46.4%	54.3%	39.4%
Section 504 Students	18	4.4%	9.7%	7.4%	18	4.3%	9.6%	7.4%
EB Students/EL	21	5.1%	11.2%	21.7%	21	5.1%	11.2%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.4%	0.6%				
Students w/ Dyslexia	15	3.7%	5.2%	5.0%	15	3.6%	5.2%	5.0%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	1	0.2%	0.3%	1.1%	1	0.2%	0.3%	1.1%
Immigrant	2	0.5%	0.5%	2.0%	2	0.5%	0.5%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	407	99.8%	42.9%	64.3%	407	98.3%	42.6%	64.3%
Military Connected	3	0.7%	1.5%	3.3%	3	0.7%	1.5%	3.3%
At-Risk	115	28.2%	39.0%	53.5%	115	27.8%	38.8%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	20	4.9%	10.6%	21.9%	20	4.8%	10.6%	21.8%
Gifted and Talented Education	33	8.1%	5.7%	8.0%	33	8.0%	5.7%	8.0%
Special Education	49	12.0%	12.3%	11.6%	52	12.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	49							
By Type of Primary Disability Students with Intellectual Disabilities	12	24.5%	37.1%	43.0%				
Students with Physical Disabilities	22	44.9%	25.1%	20.8%				
Students with Autism	7	14.3%	14.2%	14.7%				
Students with Behavioral Disabilities	**	**	22.0%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	34	10.1%	9.6%	13.6%				
By Ethnicity: African American	4	1.2%	1.4%	2.5%				
Hispanic	16	4.7%	2.6%	6.6%				
White	13	3.8%	4.5%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	15.1%	11.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	15.0%	9.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	22	11.4%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	47	14.2%	15.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	5.6%	2.0%	1.9%	0.0%	0.0%	5.2%
Grade 1	13.8%	6.8%	2.9%	14.3%	14.3%	4.2%
Grade 2	5.5%	2.7%	1.7%	5.9%	3.1%	2.2%
Grade 3	1.4%	1.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.3%	0.7%	0.0%	1.8%	0.7%
Grade 5	-	0.3%	0.5%	-	1.6%	0.7%
Grade 6	-	1.3%	0.6%	-	0.0%	0.6%
Grade 7	-	1.5%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	10.3%	10.5%	-	3.9%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	20.7	19.0	18.7
Grade 1	18.0	20.2	18.7
Grade 2	16.7	17.5	18.6
Grade 3	21.4	20.6	18.7
Grade 4	17.3	20.3	18.8
Grade 5	-	21.2	20.2
Grade 6	-	23.3	19.2
Secondary:			
English/Language Arts	-	14.7	16.3
Foreign Languages	-	20.0	18.4
Mathematics	-	19.2	17.5
Science	-	18.9	18.5
Social Studies	-	20.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	44.5	100.0%	100.0%	100.0%
Professional Staff:	37.0	83.1%	69.1%	64.1%
Teachers	29.5	66.3%	56.4%	49.3%
Professional Support	6.5	14.6%	8.5%	10.7%
Campus Administration (School Leadership)	1.0	2.2%	3.1%	2.9%
Educational Aides:	7.5	16.9%	8.2%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	1.0	n/a	14.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	2.0	4.5%	12.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	0.0	0.0%	7.3%	28.9%
White	29.5	100.0%	89.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	2.0	6.8%	19.4%	24.1%
Females	27.5	93.2%	80.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	27.0	91.5%	82.8%	72.6%
Masters	2.5	8.5%	15.8%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	4.8%	7.9%
1-5 Years Experience	5.0	16.9%	17.3%	26.7%
6-10 Years Experience	8.0	27.1%	20.9%	20.6%
11-20 Years Experience	8.5	28.8%	29.6%	28.6%
21-30 Years Experience	3.0	10.2%	19.0%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	4.0	13.6%	8.4%	2.9%
Number of Students per Teacher	13.8	n/a	13.5	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	4.8	6.3
Average Years Experience of Principals with District	0.0	4.8	5.4
Average Years Experience of Assistant Principals	7.0	4.5	5.5
Average Years Experience of Assistant Principals with District	7.0	3.4	4.8
Average Years Experience of Teachers:	13.4	14.5	11.1
Average Years Experience of Teachers with District:	8.9	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,400	$50,859	$51,054
1-5 Years Experience	$51,510	$52,891	$54,577
6-10 Years Experience	$56,101	$55,977	$57,746
11-20 Years Experience	$59,202	$60,278	$61,377
21-30 Years Experience	$64,027	$66,095	$65,949
Over 30 Years Experience	$74,251	$75,222	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,291	$60,013	$58,887
Professional Support	$69,735	$74,304	$69,505
Campus Administration (School Leadership)	$75,677	$89,437	$84,990
Instructional Staff Percent:	n/a	65.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.7%	3.1%	6.2%
Career and Technical Education	0.0	0.0%	4.6%	5.2%
Compensatory Education	1.0	3.4%	3.4%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	23.3	79.1%	75.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	4.7	15.9%	10.9%	9.6%
Other	0.0	0.0%	2.7%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEDERLAND ISD							
	123905001 NEDERLAND H S							
	Four-Year Public University	111	26	7	18	24	36	0
	Two-Year Public Colleges	68	24	8	12	11	11	2
	Independent Colleges & Universities	3						
	Not Trackable	13						
	Not Found	136						
	Total High School Graduates	331						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

2019-2020 Accreditation Statuses

tea4avcastro.tea.state.tx.us/accountability/accreditation/2019_2020_accreditation_statuses.html

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

The district accreditation statuses for 2019-2020 are listed below:

|

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
123905	NEDERLAND ISD	5	A - Superior	A	ACCREDITED		

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Section III

2021-2022 Campus Goals and Performance Objectives

Nederland Independent School District

District Improvement Plan

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness

NEDERLAND
INDEPENDENT SCHOOL DISTRICT
IMAGINE · INNOVATE · INSPIRE

Mission Statement

The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

Core Beliefs

Nederland ISD Belief System:

Education is a shared responsibility of students, school, home and community. With that as an essential principle, we believe the following to be true for students, staff, families and the community:

- Everyone has equal inherent worth and deserves to be treated with respect and dignity.
- Everyone needs challenge, opportunity and encouragement.
- Each person is unique.
- Meaningful relationships have profound lifelong impact.
- Integrity is essential.
- Imagination and creativity are vital.

- A safe environment is necessary for learning.
- Every person can learn.
- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- There is always room for improvement.
- All students must graduate with the skills they need to pursue their aspirations.

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Goals 5

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3) 5

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3) 9

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 12

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 25

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)

Performance Objective 1: By June, 2022, all elementary campuses in NISD will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2022 Reading Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals **Results Driven Accountability**			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, iRead, Really Great Reading, and My Virtual Reading Coach. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- Results Driven Accountability**	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. **Strategy's Expected Result/Impact:** Increase in student growth in reading **Staff Responsible for Monitoring:** State and Federal Program Coordinator, Principals, Teachers **Results Driven Accountability**	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Ensure master schedule reflects built-in intervention time during the school day. **Strategy's Expected Result/Impact:** Student growth in reading **Staff Responsible for Monitoring:** Principals Interventionist Teachers **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability**	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices.. **Strategy's Expected Result/Impact:** Earlier identification of students with dyslexia Increase of student growth in reading **Staff Responsible for Monitoring:** Special Education Director, Dyslexia Specialist **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability**	Formative		
	Nov	Feb	June
	30%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator, Principals, Teachers	Formative		
	Nov	Feb	June
	30%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue training any PreK - 3rd grade teachers, Elementary Special Education teachers, Elementary ESL teachers, Reading and Math Interventionist, Elementary Dyslexia teachers, and 4th-5th Grade ELAR teachers in the Reading Academy coursework that have not completed it. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** State and Federal Program Coordinator Elementary Coordinator Principals	Formative		
	Nov	Feb	June
	30%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue offering opportunities for all Elementary Teachers to become ESL Certified. **Strategy's Expected Result/Impact:** increase student growth in reading for our EB students support EB students through the ELPs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction State and Federal Programs Coordinator Principals	Formative		
	Nov	Feb	June
	30%		

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to train all K-3 teachers in Really Great Reading phonics instruction.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading	Nov	Feb	June
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals			

Strategy 11 Details	Formative Reviews		
Strategy 11: Identify and train all PreK teachers in Really Great Reading Launchpad platform.	Formative		
Strategy's Expected Result/Impact: Increase phonemic awareness with our PreK students Increase student growth in phonemic awareness through the CLI Progress Monitoring platform	Nov	Feb	June
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals			

Strategy 12 Details	Formative Reviews		
Strategy 12: Ensure Reading Interventionist work with our RtI and HB4545 students in a small group setting to build reading skills and close learning gaps.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading	Nov	Feb	June
Staff Responsible for Monitoring: Elementary Curriculum Coordinator Principal Interventionist			

Strategy 13 Details	Formative Reviews		
Strategy 13: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade ELAR teachers to help teachers to understand the new item types and how to support our students in reading.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading	Nov	Feb	June
Staff Responsible for Monitoring: Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Interventionist Teachers			

Strategy 14 Details	Formative Reviews		
Strategy 14: Administer the mCLASS assessment to all K-2nd grade students.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading Identify students struggling with specific reading skills Identify students who my show indicators of dyslexia **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Dyslexia Specialist Principal Interventionist	Nov	Feb	June
			

Strategy 15 Details	Formative Reviews		
Strategy 15: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and MVRC (My Virtual Reading Coach) to drive instruction for students to close reading gaps.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June 2022, all elementary campuses in NISD will meet performance objective targets as outline in the Campus Improvement Plans. Administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2022 Math Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System..	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Assistant superintendent for C&I, Elementary Coordinator, Principals, Teachers	30%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP)	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers	30%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure master schedule reflects built-in intervention time during the school day.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Principals Interventionist Teachers	Nov	Feb	June
	30%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program.	Formative		
Strategy's Expected Result/Impact: Increased in student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability**	Nov	Feb	June
	30%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Identify K-3 teachers and interventionist to attend the summer Math Academy at Region 5.	Formative		
Strategy's Expected Result/Impact: Teachers gain a better understanding of best practices for teaching math. **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Principals	Nov	Feb	June
	25%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure Math Interventionist work with our RtI and HB4545 students in a small group setting to build math skills and close learning gaps.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Principal Interventionist	Nov	Feb	June
	35%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade Math teachers to help teachers to understand the new item types and how to support our students in math.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Interventionist Teachers	Nov	Feb	June
	30%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Use Reagan Tunstall guided math kits to enhance a deep understanding of math skills.	Formative		
Strategy's Expected Result/Impact: Increase student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Teachers	Nov	Feb	June
	30%		

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue offering opportunities for all Elementary Teachers to become ESL Certified.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading for our EB students **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction State and Federal Programs Coordinator Principals	Nov	Feb	June
	30%		

Strategy 11 Details	Formative Reviews		
Strategy 11: Use data from Renaissance STAR Math and Progress Learning to drive instruction for students to close math gaps.	Formative		
Strategy's Expected Result/Impact: Increase student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals	Nov	Feb	June
	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Nederland ISD will increase the percent of students achieving college and career readiness by 1% during the 2022-2023 school year.

HB3 Goal

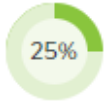
Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor enrollment of students in AVID classes in grades 7 and 8.	Formative		
Strategy's Expected Result/Impact: Number of AVID students increase **Staff Responsible for Monitoring:** Middle School Administrators, High School Assistant Principal,AVID Coordinator **Title I:** 2.4, 2.6 **- Equity Plan**	Nov	Feb	June
	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide SAT class for high school students. Use results from PSAT and Khan Academy to prepare students for SAT.	Formative		
Strategy's Expected Result/Impact: Increase Student Participation **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, High School Principal	Nov	Feb	June
	50%		

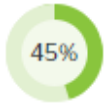
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide funding through HB3 guidance for SAT and TSIA2. PSAT for 10th grade students will be funded with local funds.	Formative		
Strategy's Expected Result/Impact: PSAT, SAT, TSIA2 results Increase enrollment in AP courses and dual enrollment courses **Staff Responsible for Monitoring:** Secondary Coordinators, Counselors **Title I:** 2.4 **- Equity Plan**	Nov	Feb	June
	55%	60%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Freshmen students research colleges through their English Language Arts Class. Begin virtual cohort for AP teachers to remain current with professional learning. **Strategy's Expected Result/Impact:** Lesson Plans; Student Participation; Communication of Events **Staff Responsible for Monitoring:** Principals, Teachers, Counselors, CTE Director			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Increase the number of teachers attending AP professional development, including middle school teachers. Continue study groups for students. Facilitate vertical team meetings for teachers who teach PreAP and AP classes. **Strategy's Expected Result/Impact:** AP Exam Scores, longitudinal data, Student participation Teacher and student feedback **Staff Responsible for Monitoring:** Secondary Coordinator, High School Principal			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Increase the number of students pursuing a post secondary education by earning college credits while still in high school. Increase student participation in Dual Credit and AP courses. Investigate on-line courses for college credit. **Strategy's Expected Result/Impact:** Data Comparison Course grades **Staff Responsible for Monitoring:** High School Principal, Secondary Content Coordinator, Counselors			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, college fair (Oct 11), and partnerships with local colleges and universities. **Strategy's Expected Result/Impact:** Sign-in sheet Handouts Newsletters Assistance with in enrollment to universities **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Provide Credit recovery program, learning recovery, accelerated learning for at-risk students to prevent failure/drop-out. **Strategy's Expected Result/Impact:** Develop plan with guidelines Implement Plan Reduction in failures and drop-outs **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Principals, Curriculum Coordinators **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: 9) District and Campus committees will analyze out of class placement (OCS, DAEP, Suspension) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students. **Strategy's Expected Result/Impact:** Reduction in over representation of Economically Disadvantaged & Special Education **Staff Responsible for Monitoring:** Principals, Director of the Alternative Campus, Assistant Superintendent for C&I, Director for Special Education **Title I:** 2.4, 2.6 **- Results Driven Accountability**	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Nederland ISD will increase the percent of students earning Industry-Based Certifications by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR, CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop multiple delivery methods to provide CTE information to students and parents. Offer Career and College Readiness Class at middle schools. Administer interest inventories to 8th grade students to assist in course selections. (SP) **Strategy's Expected Result/Impact:** 7th and 8th grade students informed about CTE courses, certifications in planning for high school and post high school **Staff Responsible for Monitoring:** CTE Director, Secondary Counselor, Principals, Assistant Superintendent for C&I	Formative		
	Nov	Feb	June
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant. **Strategy's Expected Result/Impact:** Monitor CTE Program Effectiveness **Staff Responsible for Monitoring:** Director for CTE	Formative		
	Nov	Feb	June
	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses. **Strategy's Expected Result/Impact:** Meeting Agendas and sign-in sheets **Staff Responsible for Monitoring:** Director for CTE	Formative		
	Nov	Feb	June
	25%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Utilize the CTE Facebook page as well as Twitter in communicating information to both students and parents for CTE and scholarship opportunities; also, provide upcoming dates for meetings on CTE and scholarship information. **Strategy's Expected Result/Impact:** Posted at the beginning of the school year and updated throughout the semester as needed **Staff Responsible for Monitoring:** Director for CTE, High School Principal, High School Assistant Principal, Counselors **Title I:** 4.1, 4.2			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Provide students access to the community. Invite area professionals or community groups to come to the schools to share experiences and opportunities in their field. Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting. (SP) **Strategy's Expected Result/Impact:** Visitation Logs **Staff Responsible for Monitoring:** High School Principal, Counselors			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Develop Programs of Study where the CTE Level 4 courses offer an Industry-Based Certification (IBC). **Strategy's Expected Result/Impact:** Increase the Industry-based Certifications for students to earn. **Staff Responsible for Monitoring:** CTE Director			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Pay one test fee per student for Industry-Based Certifications (IBC) tests. **Strategy's Expected Result/Impact:** Increase the percent of students earning IBC's **Staff Responsible for Monitoring:** CTE Director			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 3: Nederland ISD will increase the percent of students earning dual credit by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Increase enrollment and rigor in advanced coursework in Middle School and High School to prepare students for AP and Dual Credit Courses. **Strategy's Expected Result/Impact:** Increase number of students earning credit for AP and Dual Enrollment. **Staff Responsible for Monitoring:** Counselors Principals Curriculum Coordinators	Nov	Feb	June
	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Develop a plan for offering dual credit courses in CTE Programs of Study. **Strategy's Expected Result/Impact:** Increase number of students earning credit for Dual Enrollment. **Staff Responsible for Monitoring:** Assistant Superintendent for C & I Principal Curriculum Coordinator Counselors	Nov	Feb	June
	40%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA-2) for students. **Strategy's Expected Result/Impact:** Increase in the number of students eligible for dual enrollment. **Staff Responsible for Monitoring:** Principal Curriculum Coordinator Counselors **Equity Plan**	Nov	Feb	June
	45%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase the number of students pursuing a post secondary education by earning college credits while still in high school. Increase student participation in Dual Credit and AP courses. Investigate on-line courses for college credit. **Strategy's Expected Result/Impact:** Data Comparison Course grades **Staff Responsible for Monitoring:** High School Principal Secondary Content Coordinator Counselors	50%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities. **Strategy's Expected Result/Impact:** Sign-in sheets Handouts Newsletters Assistance with in enrollment to universities **Staff Responsible for Monitoring:** Administrators Teachers Counselors	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 4: Nederland ISD will increase opportunities for students to achieve college and career readiness by ensuring K-9th grade students show a minimum of one year's growth in reading and math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Pathway and Education Galaxy for reading and math for 5th-8th grade students for learning recovery and interventions. **Strategy's Expected Result/Impact:** Increased growth on universal screening reports. Improved six week grades. Reduced failure rates **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Curriculum Coordinators	Formative		
	Nov	Feb	June
	50%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Response to Intervention with fidelity including an emphasis on Progress Monitoring. **Strategy's Expected Result/Impact:** Student Growth: Increased student performance on universal screenings; Walk Through Data; **Staff Responsible for Monitoring:** Principals, Teachers, State and Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6 **- Equity Plan**	Formative		
	Nov	Feb	June
	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Use Lead4ward strategies for Math and Science staff to provide coaching and training to teachers **Strategy's Expected Result/Impact:** Student growth on checkpoints, benchmarks and state assessment **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Curriculum Coordinators	Formative		
	Nov	Feb	June
	50%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System **Strategy's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Teachers, Administrators	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), differentiation, data analysis, and research-based instructional strategies and activities. (SP) (DG) **Strategy's Expected Result/Impact:** Student Achievement Results, Agendas, Sign-in sheets **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- Equity Plan**	40%		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools through differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) (DG) **Strategy's Expected Result/Impact:** Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals	50%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of online programs to ensure fidelity and efficacy of the results. (DG) **Strategy's Expected Result/Impact:** Review pre and post assessment data, Increase Student Growth **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	30%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Continued Implementation of Accelerated Learning Instruction to address individual needs and increase achievement. **Strategy's Expected Result/Impact:** STAAR Scores, Student Growth, Course grades **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	35%		

Strategy 9 Details	Formative Reviews		
Strategy 9: The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR (Renaissance Learning), Lexia, TEKS Resource System, Progress Learning, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG) **Strategy's Expected Result/Impact:** Increase student growth **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	35%		

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices for English language acquisition education. **Strategy's Expected Result/Impact:** Increase in student growth, Increase in Graduation Rate **Staff Responsible for Monitoring:** State and Federal Program Coordinator, Teachers, Principals	Formative		
	Nov	Feb	June
	30%		

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. **Strategy's Expected Result/Impact:** Increase achievement growth for students with special needs; increase graduation rates for past year **Staff Responsible for Monitoring:** Director for Special Programs **Results Driven Accountability**	Formative		
	Nov	Feb	June
	25%		

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Provide Title 1 and Focus School guidance and oversight. **Strategy's Expected Result/Impact:** Develop and implement a plan to address the areas of concern, Increase student growth. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, State and Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6	25%		

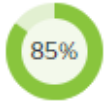
Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA). **Strategy's Expected Result/Impact:** Develop and implement a plan to increase student growth **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 5: Nederland ISD will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2022 following HB4545 guidelines.

Evaluation Data Sources: tutoring logs
progress monitoring
completed accelerated instruction plan
2022 STAAR Scores

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Meet with Accelerated Learning Committee (ALC) to develop a remediation plan for students in grades 3, 5, and 8. **Strategy's Expected Result/Impact:** Clear understanding of student needs regarding areas of remediation; expectations for students, staff, and parents; and time-line for Accelerated Learning. **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.4, 2.5, 2.6, 4.2 **- Results Driven Accountability - Equity Plan**	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters. **Strategy's Expected Result/Impact:** Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students **Staff Responsible for Monitoring:** Teachers Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- Results Driven Accountability - Equity Plan**	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Monitor student progress in the Accelerated Instruction setting. **Strategy's Expected Result/Impact:** Tracking student progress toward attainment of Accelerated Learning Committee (ALC) goals. **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.4, 2.5, 2.6, 4.2 **- Results Driven Accountability - Equity Plan**			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5. **Strategy's Expected Result/Impact:** Improved STAAR performance. Improved student growth and achievement. **Staff Responsible for Monitoring:** Principals Curriculum Coordinators Assist Supt for C and I **Title I:** 2.4, 2.5, 2.6, 4.2 **- Results Driven Accountability - Equity Plan**			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Nederland ISD will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Sources: Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementing District and Campus Professional Learning Communities (PLC).	Formative		
Strategy's Expected Result/Impact: PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. **Staff Responsible for Monitoring:** District and Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability - Equity Plan**	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue monthly employee recognition programs and a quarterly newsletter about the positive happenings in our staff members lives.	Formative		
Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally. **Staff Responsible for Monitoring:** Coordinator for Volunteers and Communication; Assistant Superintendent for Personnel and Auxiliary; Superintendent; Campus Administrators **Title I:** 4.2	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine needs	Formative		
Strategy's Expected Result/Impact: Staff efficiency to meet the needs of our students. District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents, Principals, Directors **Title I:** 4.1, 4.2	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Develop a Mentorship Program for Teachers. Refine and continue implementation of New Teacher Induction (NTI) program. (DG) **Strategy's Expected Result/Impact:** Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel; Assistant Superintendent for Curriculum and Instruction; Instructional Coordinators **Title I:** 4.1, 4.2	50%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Professional District Communications Committee (PDCC) will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees. **Strategy's Expected Result/Impact:** Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets **Staff Responsible for Monitoring:** Superintendent	30%		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. (SP) (DG) Conduct monthly faculty meetings to showcase featured staff. (Criteria will vary by campus) **Strategy's Expected Result/Impact:** Improve staff morale and efficiency through recognition of efforts. Campus Staff Recognition Plan; Meeting Agendas **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	35%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. Reward teachers successfully increasing rigor in the classroom. (SP) **Strategy's Expected Result/Impact:** Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. Campus Professional Development agendas; Sign-in sheets; facilitator lists; T-TESS results **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5	30%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development opportunities to support district goals and professional growth for district personnel. (DG)	Formative		
	Nov	Feb	June
Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators: District Leadership Team PLC Assistant Principal PLC Instructional Leaders PLC Leadership Excellence Administrator Development (LEAD) **Strategy's Expected Result/Impact:** Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents, Campus administrators **Title I:** 4.2	40%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Staffing will be compared to state to state recommended levels and similar districts to determine optimum performance by TASB in the Spring. Staffing levels will be reviewed locally and reported at the November Board Meeting.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Appropriate staffing model to support our current student population and numbers., November report, Spring a TASB staffing report , TAPR Report **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent for Personnel; Administrators **Title I:** 2.4, 2.5, 2.6 **- Equity Plan**	10%		

Strategy 10 Details	Formative Reviews		
Strategy 10: A competitive compensation plan will be developed annually to recruit and retain quality personnel. (DG)	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Retention and recruitment of highly qualified teachers, Analyze Retention Data and Employee Exit Data **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel	30%		

Strategy 11 Details	Formative Reviews		
Strategy 11: Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese)	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Recruitment of highly qualified teachers for the district, Travel Documents, List of potential applicants and their information **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel	30%		

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Conduct annual employee engagement survey. (DG) **Strategy's Expected Result/Impact:** Use of results to improve factors related to the retention and recruitment of teachers. Results presented to the Board in November and April. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents **Title I:** 4.2			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Develop three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

Evaluation Data Sources: Three Year Professional Learning Plan
Annual Professional Learning Plan ensures staff needs are met
Report on the Professional Learning offerings
TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Continue using the district-wide Professional Learning Advisory Committee (PLAC) to determine professional learning needs using the data analysis protocol. (SP) **Strategy's Expected Result/Impact:** Development of professional learning targeted to help teachers develop high quality interactive lessons to improve student learning. **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Coordinators			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLAC to identify district trends. (SP) **Strategy's Expected Result/Impact:** Identification of campus level professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I; District-wide Professional Learning Advisory Committee (PLAC)			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop a professional development plan to meet our staff needs. The plan will include required professional development for new employees, district initiatives, and specialized training for each department. Professional Learning will be designed to provide opportunities such as: -multiple venues to learn the written, taught, and assessed curriculum aligned with State standards; -strategies for disaggregating and analyzing student data to inform instruction; -induction training for new teachers and administrators; -mentoring and instructional coaching for new and existing staff; -implementation of job-embedded learning; -opportunities to share ideas, best-practices, and successes; -capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. (DG) **Strategy's Expected Result/Impact:** The provision of professional learning structures communicated and delivered in a way that: -reflects district vision and Board Policy; -aligns individual, campus, and district goals to promote student success; -is supported fiscally and philosophically by central administration; -promotes multiple forms of ongoing, differentiated professional learning; -integrates and implements research-based practices; and -recognizes needs of adult learners for choices and differentiation Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Assistant Superintendent for Personnel Professional Learning Advisory Committee (PLAC) **Title I:** 4.2	40%		

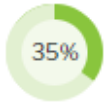
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

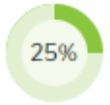
Performance Objective 3: Implement additional safety measures to ensure student and staff safety.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. **Strategy's Expected Result/Impact:** Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** Assistant Principals Principals Assistant Superintendent for HR	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. **Strategy's Expected Result/Impact:** Random checks of classroom doors **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals Assistant Superintendent for HR	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. **Strategy's Expected Result/Impact:** Improve effectiveness of safety drills Improve preparedness for emergency events **Staff Responsible for Monitoring:** Assistant Principals Principals Assistant Superintendent for HR	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Schedule and perform safety audits to identify areas for improvement. **Staff Responsible for Monitoring:** Assistant Principals Principals	Nov	Feb	June

Assistant Superintendent for HR				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: Discipline referrals
Attendance
Grades
Climate and Culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers in the implementation of the Capturing Kids Hearts (CKH) model.	Formative		
Strategy's Expected Result/Impact: Impact positive school culture Decrease discipline referrals Improve attendance Address social and emotional needs of students **Staff Responsible for Monitoring:** Principals	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms.	Formative		
Strategy's Expected Result/Impact: Development of social contracts decrease in discipline referrals increase attendance address social and emotional needs of students **Staff Responsible for Monitoring:** Principals Assistant Principals Curriculum Coordinators Assistant Superintendent for C and I	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for teachers implementing CKH by scheduling professional learning, "CKH Recharge" in September 2022.	Formative		
Strategy's Expected Result/Impact: Increase fidelity of CKH implementation decrease discipline referrals	Nov	Feb	June

increase attendance address social and emotional needs of students **Staff Responsible for Monitoring:** Principals Assistant Principals Curriculum Coordinators Assistant Superintendent for C and I	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

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   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Nederland Independent School District

Nederland High School

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision

The vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

Core Beliefs

Nederland ISD Belief System:

Education is a shared responsibility of students, school, home and community. With that as an essential principle, we believe the following to be true for students, staff, families and the community:

- Everyone has equal inherent worth and deserves to be treated with respect and dignity.
- Everyone needs challenge, opportunity and encouragement.
- Each person is unique.
- Meaningful relationships have profound lifelong impact.
- Integrity is essential.
- Imagination and creativity are vital.
- A safe environment is necessary for learning.
- Every person can learn.

- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- There is always room for improvement.
- All students must graduate with the skills they need to pursue their aspirations.

Table of Contents

Goals 5

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 5

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 16

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Nederland High School will increase the percentage of students achieving college and career readiness by 1% during the 2022-2023 school year.

HB3 Goal

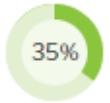
Evaluation Data Sources: TAPR
CCMR Plan

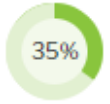
Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to provide SAT class for high school students. Use results from PSAT and Khan Academy to prepare students for SAT.	Formative		
Strategy's Expected Result/Impact: Increased student participation **Staff Responsible for Monitoring:** Principal	Nov	Feb	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide funding through HB3 guidance for SAT and TSIA2. PSAT for 10th grade students will be funded through local funds.	Formative		
Strategy's Expected Result/Impact: PSAT, SAT, TSIA2 results Increased enrollment in AP courses and dual enrollment courses **Staff Responsible for Monitoring:** Secondary Coordinators, Counselors, **Title I:** 2.4	Nov	Feb	June
	65%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Increase information for College and Career Opportunities, including: wear your college shirt days, college expos and college days. Freshmen students will research colleges in their English Language Arts classes. AP teachers will remain current in their professional learning through virtual cohorts. **Strategy's Expected Result/Impact:** Lesson plans; Student participation; Communication of events **Staff Responsible for Monitoring:** Principal, Teachers, Counselors, CTE Director			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase the number of teachers attending AP professional development; Facilitate vertical team meetings for teachers who teach Pre-AP and AP classes **Strategy's Expected Result/Impact:** Higher AP exam scores; Longitudinal data; Increased student participation; Teacher and student feedback **Staff Responsible for Monitoring:** Secondary Coordinators, Principal			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Increase the number of students pursuing a post secondary education by earning college credits while still in high school; Increase student participation in Dual Credit and AP courses; Investigate online courses for college credit **Strategy's Expected Result/Impact:** Data comparison; Course grades **Staff Responsible for Monitoring:** Principal, Secondary Coordinators, Counselors			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, college fair (Oct. 11), and partnerships with local colleges and universities **Strategy's Expected Result/Impact:** Sign-in sheets; Handouts; Newsletters; Assistance with enrollment to universities **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Provide Credit Recovery program, learning recovery, accelerated learning for at-risk students to prevent failure/dropout **Strategy's Expected Result/Impact:** Develop plan with guidelines; Implement plan; Reduction in failures and dropouts **Staff Responsible for Monitoring:** Principal, Secondary Coordinators **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Analyze out-of-class placements (OCS, DAEP, Suspensions) to ensure that no student group is overrepresented. Identify populations and proactively develop plan to address concerns and reach out to these students. **Strategy's Expected Result/Impact:** Reduction in overrepresentation of Economically Disadvantaged and Special Education **Staff Responsible for Monitoring:** Principal, APs, Counselors, DAEP Director, Director for Special Education **Title I:** 2.4, 2.6 **- Results Driven Accountability**	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Nederland High School will increase the percentage of students earning Industry-Based Certifications by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR, CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant **Strategy's Expected Result/Impact:** Monitor CTE Program effectiveness **Staff Responsible for Monitoring:** CTE Director	Formative		
	Nov	Feb	June
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses **Strategy's Expected Result/Impact:** Meeting agendas; Sign-in sheets **Staff Responsible for Monitoring:** CTE Director	Formative		
	Nov	Feb	June
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the CTE Facebook page, as well as Twitter, to communicate information to both students and their parents for CTE and scholarship opportunities; Provide upcoming dates for meeting on CTE and scholarship information **Strategy's Expected Result/Impact:** Posted at the start of the school year and updated as needed **Staff Responsible for Monitoring:** CTE Director, Principal, Counselors, APs **Title I:** 4.1, 4.2	Formative		
	Nov	Feb	June
	35%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Provide students access to the community; Invite area professionals or community groups to come to the school to share experiences and opportunities in their field; Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting **Strategy's Expected Result/Impact:** Visitation logs **Staff Responsible for Monitoring:** Principal, CTE Director, Counselors, Teachers			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Develop Programs of Study where the CTE Level 4 courses offer an Industry-Based Certification (IBC) **Strategy's Expected Result/Impact:** Increased number of students earning an IBC **Staff Responsible for Monitoring:** CTE Director, CTE Teachers			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Pay one test fee per student for Industry-Based Certifications (IBCs) tests **Strategy's Expected Result/Impact:** Increased number of students earning an IBC **Staff Responsible for Monitoring:** CTE Director			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 3: Nederland High School will increase the percentage of students earning dual credit by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR; CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a plan for offering dual enrollment courses in CTE Programs of Study	Formative		
Strategy's Expected Result/Impact: Increased number of students earning credit for dual enrollment **Staff Responsible for Monitoring:** Principal, Secondary Coordinators, Counselors, CTE Director	Nov	Feb	June
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA2) for students	Formative		
Strategy's Expected Result/Impact: Increased number of students eligible for dual enrollment **Staff Responsible for Monitoring:** Principal, Counselors, Secondary Coordinators	Nov	Feb	June
	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the number of students pursuing a post-secondary education by earning college credits while still in high school; Increase student participation in Dual Credit and AP courses; Investigate online courses for college credit	Formative		
Strategy's Expected Result/Impact: Data comparison Course grades **Staff Responsible for Monitoring:** Principal, Secondary Coordinators, Counselors	Nov	Feb	June
	35%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities	Formative		
Strategy's Expected Result/Impact: Sign-in sheets	Nov	Feb	June

Handouts
Newsletters
Assistance with enrollment into universities
Staff Responsible for Monitoring: Administrators, Counselors, Teachers



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 4: Nederland High School will increase opportunities for students to achieve college and career readiness by ensuring 9th grade students show a minimum of one year's growth in reading and math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Utilize Response to Intervention with fidelity, with an emphasis on Progress Monitoring **Strategy's Expected Result/Impact:** Student growth; Walkthrough data **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June
	35%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators; Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System **Strategy's Expected Result/Impact:** Increased student growth **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	35%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, RTI, Higher-Order Thinking Skills (HOTS), differentiation, data analysis, and research-based instructional strategies and activities. **Strategy's Expected Result/Impact:** Student achievement results; Agendas; Sign-in sheets **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June
	40%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase overall student progress by focus on data-driven instruction (AWARE, Lead4ward) that targets the use of ongoing monitoring of instruction; Teachers will be included in the development of instruction and assessments. **Strategy's Expected Result/Impact:** Development of checkpoints; Data analysis by teachers and administration PLCs with intentional planning from the data Increased student growth **Staff Responsible for Monitoring:** Principal, APs, Secondary Coordinators, Teachers	Formative		
	Nov	Feb	June
	35%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate technology-enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS) **Strategy's Expected Result/Impact:** Increased student growth **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	30%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Continued implementation of Accelerated Learning Instruction to address individual needs and increase achievement **Strategy's Expected Result/Impact:** EOC scores; Student growth; Course grades **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	35%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Nederland High School will enhance instruction and use supplemental software programs, including, but not limited to: Aware, TEKS Resource System, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. **Strategy's Expected Result/Impact:** Increased student growth **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	30%		

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual; Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices for English language acquisition education **Strategy's Expected Result/Impact:** Increased student growth; Increased graduation rate **Staff Responsible for Monitoring:** Principal, Aps, State and Federal Program Coordinator, Teachers			

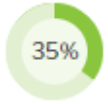
Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA) **Strategy's Expected Result/Impact:** Develop and implement a plan to increase student growth **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability**			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 5: Nederland High School will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR EOC Assessment in the Spring of 2022 following HB4545 guidelines.

Evaluation Data Sources: Tutoring logs;
Progress monitoring;
Completed accelerated instruction plans
2022 STAAR EOC scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters	Formative		
Strategy's Expected Result/Impact: Improved performance of STAAR Assessments; Improved student achievement Enhanced growth opportunities for students **Staff Responsible for Monitoring:** Principal, APs, Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 - **Results Driven Accountability**	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor student progress in the Accelerated Instruction setting	Formative		
Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning goals **Staff Responsible for Monitoring:** Principal, APs, Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 - **Results Driven Accountability**	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Analyze STAAR EOC and Benchmark data to determine effectiveness of the Accelerated Instruction **Strategy's Expected Result/Impact:** Improved STAAR EOC performance; Improved student growth and achievement **Staff Responsible for Monitoring:** Principal, Secondary Coordinators, Asst. Supt. for C & I **Title I:** 2.4, 2.5, 2.6, 4.2 - **Results Driven Accountability**			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Nederland High School will implement recruitment, development, and retention strategies to maintain the best, highly qualified staff.

Evaluation Data Sources: Increase staff retention as identified on the TAPR;
Personnel documentation on certification;
Professional development documentation from Eduphoria;
New Teacher meetings and professional development documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementing Campus Professional Learning Communities (PLCs)	Formative		
Strategy's Expected Result/Impact: Improved staff knowledge of the students; Increased use of new instructional strategies; Increased student achievement; Improved campus climate and culture **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	Nov	Feb	June
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue monthly employee recognition program (EOM wall near front office with name and pictures, monthly appreciation "goodies" for all staff, affirmation notes, etc.)	Formative		
Strategy's Expected Result/Impact: Increased faculty/staff morale; Staff recognitions **Staff Responsible for Monitoring:** Administrators	Nov	Feb	June
	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine the needs for the campus	Formative		
Strategy's Expected Result/Impact: Staff efficiency to meet the needs of our students **Staff Responsible for Monitoring:** Principal, Directors	Nov	Feb	June
	20%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Campus Communications Committee (CCC) will assist in creating two-way communication between employees and the campus administration while bringing forward ideas, questions, and concerns from employees.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern or need; Agendas/Minutes; Sign-in sheets **Staff Responsible for Monitoring:** Principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year; Conduct monthly faculty meetings to showcase featured staff	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve staff morale and efficiency through recognition of efforts; Campus staff recognition plan; Meeting agendas **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Based on walkthroughs and observations through TTESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts; Reward teachers successfully increasing rigor in the classroom	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students Campus professional development agendas; Sign-in sheets; TTESS results **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional development opportunities to support district goals and professional growth for campus personnel	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Professional learning opportunities to "grow" and develop leaders to help increase student achievement and staff proficiency in delivering instruction **Staff Responsible for Monitoring:** Administrators			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Conduct annual Campus Climate Survey with faculty and staff **Strategy's Expected Result/Impact:** Use of results to improve factors related to the retention and recruitment of teachers **Staff Responsible for Monitoring:** Principal	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Implement additional safety measures to ensure student and staff safety.

Strategy 1 Details	Formative Reviews		
Strategy 1: All exterior doors will remain locked during the instructional day, requiring all visitors to enter and check-in through the front office entrance.	Formative		
Strategy's Expected Result/Impact: Administrators and SRO perform weekly exterior door checks ensuring doors are locking properly and functioning correctly.	Nov	Feb	June
Staff Responsible for Monitoring: Principal, APs	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction.	Formative		
Strategy's Expected Result/Impact: Random checks of classroom doors	Nov	Feb	June
Staff Responsible for Monitoring: Principal, APs, Teachers	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a schedule at the start of the school year for all safety drills to be held during the school year; Routinely perform the safety drills; Conduct After Action Reviews (AARs) of the drill and develop improvement plans based on the results of the AARs.	Formative		
Strategy's Expected Result/Impact: Improved effectiveness of the safety drills; Improved preparedness for emergency events	Nov	Feb	June
Staff Responsible for Monitoring: Principal, APs	50%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule and perform safety audits to identify areas for improvement	Formative		
Staff Responsible for Monitoring: Principal, APs	Nov	Feb	June
	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Implement a Positive Behavior Intervention Supports (PBIS) System to support staff and students' social and emotion needs

Evaluation Data Sources: Climate and Culture;
Discipline referrals;
Attendance;
Grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers in the implementation of the Capturing Kids' Hearts (CKH) model	Formative		
Strategy's Expected Result/Impact: Increased positive school culture; Decreased discipline referrals; Improved attendance rate; Address social and emotional needs of students **Staff Responsible for Monitoring:** Principal, APs	Nov	Feb	June
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of CKH in the classrooms	Formative		
Strategy's Expected Result/Impact: Development and posting of social contracts; Decrease in discipline referrals; Increased attendance rate; Address social and emotional needs of students **Staff Responsible for Monitoring:** Principal, APs, Teachers	Nov	Feb	June
	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland High School will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
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   a. Harassment and Dating Violence are not tolerated in NISD.
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   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
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7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)]
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. Higher-Ed Information Strategies
13. Migrant Services

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland High School will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

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d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. pregnancy related services
f. homeless

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3. Dropout reduction
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8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. Higher-Ed Information Strategies
13. Migrant Services

Nederland Independent School District

Central Middle School

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 17, 2022

Mission Statement

The mission of Central Middle School is to develop the potential of all students, to provide effective instruction in all areas taught, to build the skills necessary for lifelong learning, and to develop a feeling of self-worth and confidence that will allow students to become productive citizens in an ever-changing world environment.

Value Statement

Learners Today, Leaders Tomorrow.

Table of Contents

Goals 4

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 4

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 28

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Central MS will measure, monitor and increase annual individual student growth and decrease achievement gaps in the core content areas.

Evaluation Data Sources: Central will meet or exceed the standard in all domains of the 2022-2023 accountability system.
Increase the percentage of academic growth achieved by each student group.
Increase the number of distinctions received.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Disaggregated data from Eduphoria will be used by teachers to individualize instruction for student groups, including: educationally-disadvantaged, at risk, dyslexia, special education, 504, Gifted/Talented, ESL, Title I and all ethnic groups. **Strategy's Expected Result/Impact:** Differentiated instruction will lead to increased student success. Evidence: Eduphoria in-service sign-in sheet. Documented use of Eduphoria. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will conference with individual students and have each student chart his/her progress on benchmark assessments. **Strategy's Expected Result/Impact:** Students will develop ownership in their own learning. They will work with the teacher to set goals for the year, ultimately leading to student growth. Evidence: Student progress tracker **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will monitor the grades of all students and provide tutoring as needed. Documentation of tutorials attended will be maintained. **Strategy's Expected Result/Impact:** Tutorials will lead to increased student success. Evidence: Documentation of tutorials each grading period and after school using Google Forms **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Trained administrative staff will conduct periodic classroom walkthroughs and will provide feedback to teachers. **Strategy's Expected Result/Impact:** Classroom walkthroughs and feedback will improve classroom instruction and lead to increased student success. Evidence: Walkthrough documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, District Supervisors **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Progress reports will be given to every student each grading period. Teachers will make personal contact with parents of failing students. Counselors will conference with each student that failed a class on the previous report card. **Strategy's Expected Result/Impact:** Parent notification concerning academic needs will encourage tutorial attendance and submission of corrected assignments leading to an increase in student success. Evidence: Parental contact logs each grading period; counselor conference logs **Staff Responsible for Monitoring:** Counselors, Teachers **Title I:** 2.4, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Benchmark assessments will be administered according to the district schedule. Results will be used for instruction and Response to Intervention planning. **Strategy's Expected Result/Impact:** Assessment results will allow increased support for students who are not on the path of academic growth. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Students who fail more than one six-weeks grading period, will collaborate with their counselor and teacher to develop an action plan. Once developed, the student will meet with the principal to discuss it. **Strategy's Expected Result/Impact:** By having the student take ownership in his/her grades, accountability and achievement should follow. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Students who failed any content area of the 2021 STAAR test will participate in Accelerated Learning tutoring as outlined in HB 4545. **Strategy's Expected Result/Impact:** Students will show academic growth in the areas where they were unsuccessful in the past. 30 hours of targeted intervention will be monitored in the areas of failure. **Staff Responsible for Monitoring:** Teachers, Interventionist, Counselors, Asst. Principal, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Counseling program is implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase preparation for post-secondary education.

Evaluation Data Sources: TAPR data
STAAR campus results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Seventh graders will participate in the CoGAT, while eighth graders will take the PSAT 8/9. **Strategy's Expected Result/Impact:** Counselors use the data to develop course selections and four-year plans for students to discern future career paths. Evidence: Test results and course plans **Staff Responsible for Monitoring:** Principals, Counselors, Teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Individual meetings are held with students who are failing classes, and parents are contacted. 7th and 8th grade retained students are assigned a mentor teacher. **Strategy's Expected Result/Impact:** There should be a reduction in the number of repeated failures. Evidence: Notes from the conferences **Staff Responsible for Monitoring:** Counselors, Teachers of Record, Mentor Teachers **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: At-risk students are identified and monitored regarding attendance, grades and conduct. Accelerated instruction will be provided for students who are at risk of dropping out of school. This core subject instruction will be before, during or after school hours as deemed appropriate. **Strategy's Expected Result/Impact:** At-risk students should achieve greater success using increased support system. Evidence: PEIMS data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Communities In Schools (CIS) will provide social emotional support and support groups for 5th , 6th, 7th, & 8th grade students. **Strategy's Expected Result/Impact:** Additional support for students to lead to their higher academic achievement **Staff Responsible for Monitoring:** Counselors, CIS counselor **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

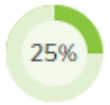
Performance Objective 3: Central's students will show a minimum of one year's growth in ELAR and Math.

Evaluation Data Sources: Progress on universal screeners

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Pathway (accelerated) classes will be available for 7th and 8th grade students who are did not meet standards in ELAR and Math. **Strategy's Expected Result/Impact:** Pathway classes will lead to increased student success for non-masters in ELAR and Math. We have increased the number of Pathway classes to meet the needs of students who require Accelerated Learning. Evidence: Master schedule **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	80%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: All 5th, 6th, 7th and 8th grade STAAR students who did not meet standards will receive accelerated instruction through tutorials. **Strategy's Expected Result/Impact:** Tutorials will lead to increased student success for non-masters. Evidence: Tutorial documentation **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	80%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Supplemental funds will be used to hire certified tutors to assist STAAR students who did not meet standards. **Strategy's Expected Result/Impact:** The additional number of tutorial opportunities will lead to increased student success. Evidence: List of extra help tutors and tutorial documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Community and business volunteers will be solicited to tutor students. **Strategy's Expected Result/Impact:** The additional number of tutors will lead to increased student success. Evidence: Volunteer sign-in sheets **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, PTA Officers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Writing opportunities will be offered in the core curriculum areas of ELAR, Math, Science and Social Studies. **Strategy's Expected Result/Impact:** Additional writing opportunities will lead to increased student success. Evidence: Lesson plans from core content teachers; walkthrough documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Core Content Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Faculty members will use cooperative learning and critical reading strategies when appropriate.	Formative		
Strategy's Expected Result/Impact: An increased variety of classroom instruction techniques will lead to increased student success. Evidence: Lesson plans from teachers; walkthrough documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will organize a variety of both co-curricular and fine art field trips for students in all grades.	Formative		
Strategy's Expected Result/Impact: Co-curricular field trips and associated learning opportunities will lead to increased student success. Evidence: Lesson plans of field trips **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Students sent to the Disciplinary Alternative Education Placement will receive interventions/restorative practices upon returning to campus.	Formative		
Strategy's Expected Result/Impact: Interventions will reduce recidivism and increase student success.	Nov	Feb	June

Evidence: Administrative/Counselor conference logs

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Title I:
2.6
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 4: An effective Response to Intervention program will be maintained to meet the needs of our students.

Evaluation Data Sources: The number of students identified in Tier 2 and Tier 3 support will be reduced by 10% by the end of the school year.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: The Nederland ISD Response to Intervention Program is designed as a three-tier instructional process. Central will continue to maintain an Academic RtI team and a Behavioral RtI team. **Strategy's Expected Result/Impact:** The campus RtI program will address student needs and lead to increased student success. Evidence: Academic RtI binders; Behavioral RtI team records **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Committee **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
	80%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: ELAR and Math teachers (by grade) will meet at the close of each six-weeks to evaluate individual student progress, as well as benchmarks/checkpoints. Individual decision-points will be discussed outlining each student's growth/progress. **Strategy's Expected Result/Impact:** No students will fall through the cracks. Each student's progress will be discussed each six weeks, thus improving student performance and growth. Evidence: Documentation from decision-point meetings in the Rti binders. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 5: The NISD ESL/Bilingual program will continue to be implemented to support Central's growing number of English learners.

Evaluation Data Sources: ESL/Bilingual records
Report cards
STAAR results for English learners

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The master schedule will include Bilingual ELAR classes for 5th and 6th grades, as well as two ESL Lab elective sections for 6-8 grades. **Strategy's Expected Result/Impact:** The additional language support for English Language Learners should lead to increased student success. Evidence: Campus master schedule **Staff Responsible for Monitoring:** Principal, Counselors, ESL teacher and Bilingual teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	80%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: ELAR teachers will continue to use sheltered instruction strategies in their classrooms. ELAR teachers that are not ESL certified will be given the opportunity to gain ESL certification. **Strategy's Expected Result/Impact:** Increased academic success of English learners Evidence: Lesson plans; teacher certifications; ESL/Bilingual documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL/Bilingual Coordinator, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 6: Dropout prevention activities will increase completion rates.

Evaluation Data Sources: The district dropout rate will be equal to or lower than the state average.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Truancy interventions will be conducted and complaints filed against parents and students violating the Compulsory Attendance Law. **Strategy's Expected Result/Impact:** The number of truant students will remain low. Evidence: Truancy records **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Attendance Clerk **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: CORE Values activities and videos will encourage students to attend school regularly and complete their degree plan. **Strategy's Expected Result/Impact:** Positive behavior reinforcements will increase student attendance. Evidence: Social Studies lesson plans **Staff Responsible for Monitoring:** Principal, Counselors, Social Studies Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 7: A variety of activities will encourage students to attend school regularly.

Evaluation Data Sources: Student attendance will be equal to or greater than 97%.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: School compulsory attendance laws will be addressed in Canine Camp, the Student Handbook, grade-level meetings and in letters to parents. **Strategy's Expected Result/Impact:** With compulsory attendance interventions, student unexcused absences will be reduced, thus improving student achievement. **Staff Responsible for Monitoring:** Assistant Principal, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	70%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The Attendance Committee will meet when needed to address individual attendance issues. **Strategy's Expected Result/Impact:** Students considered by the committee will receive the assistance needed for future success. Evidence: Attendance committee minutes **Staff Responsible for Monitoring:** Attendance Committee **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: After school detention and summer school will be assigned to students whose attendance does not meet compulsory attendance requirements. **Strategy's Expected Result/Impact:** Students will get the additional instructional time needed to master the curriculum. Evidence: PRC minutes **Staff Responsible for Monitoring:** Placement Review Committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Students with perfect attendance will be acknowledged at our MVP awards ceremonies. At the end of first semester, Heritage Festival Passports to Fun will be given to randomly drawn students with perfect attendance for the first semester. **Strategy's Expected Result/Impact:** Positive behavior reinforcement will increase student attendance. Evidence: Perfect attendance student list each grading period **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: On Awards Day, four technology devices will be given to randomly selected students in the four grades with perfect attendance for the entire year. **Strategy's Expected Result/Impact:** Positive behavior reinforcement will increase student attendance. Evidence: Receipt for four devices; list of drawing winners **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Special recognition will be given to students of four and/or eight years of perfect attendance. Silver dollars will be given to those students, and they will be recognized at both Awards Day ceremonies. **Strategy's Expected Result/Impact:** Positive behavior reinforcement will increase student attendance. Evidence: Awards Day booklet **Staff Responsible for Monitoring:** Principal, Counselors, Attendance Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 8: Discipline management procedures will reduce student misconduct, allowing for higher student achievement.

Evaluation Data Sources: The annual total of suspensions will be equal to or less than the previous year's total.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: After-school detention and On-campus suspension will be used to modify inappropriate student behavior. **Strategy's Expected Result/Impact:** The number of OCS assignments will be reduced. Evidence: Detention records and discipline summary report each grading period **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Fifth and sixth grade academic teams will collaborate on student interventions and initiate parent conferences. **Strategy's Expected Result/Impact:** The number of fifth and sixth grade discipline referrals will be reduced. Evidence: Parental contact records; academic team records **Staff Responsible for Monitoring:** Team Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Admission, Review, Dismissal committee meetings will be convened to develop Behavior Intervention Plans when needed. These plans will be implemented with integrity. **Strategy's Expected Result/Impact:** Behavior modifications and supports will reduce the number of discipline referrals. Evidence: ARD documents **Staff Responsible for Monitoring:** ARD Facilitator, Assistant Principal **Title I:** 2.4 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 9: Technology will be utilized as a tool for learning.

Evaluation Data Sources: All students will complete a project using technology this year.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All faculty have received 1:1 Winbooks will design lessons using the technology that engages the students in higher-order thinking and problem solving. **Strategy's Expected Result/Impact:** Designing more engaging lessons will result in higher student achievement and better critical thinking skills. Evidence: Data walk documentation; teacher lesson plans **Staff Responsible for Monitoring:** Principal, Assistant Principal, Department Chairpersons, Teachers **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will update grades online weekly. Parents will be encouraged to register for the eSchool Home Access Center. **Strategy's Expected Result/Impact:** Students and family member will interact with teachers to increase student success. Evidence: Newsletter; Eschool Grade books **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Integrated technology and uses of the Internet will continue to be explored and adopted when appropriate. New software will be evaluated. Current software will be updated as needed. **Strategy's Expected Result/Impact:** This continuous improvement process will lead to more engaging student activities. Evidence: Lesson plans; campus technology inventory **Staff Responsible for Monitoring:** STAR Committee; Faculty **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction	70%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: A Video Productions class will be offered as an elective to seventh and eighth grade students. **Strategy's Expected Result/Impact:** Students in the program will develop production and editing skills that will improve their career or college readiness. Evidence: Placement of Video Productions class on Master Schedule; Video Productions class rosters **Staff Responsible for Monitoring:** Counselor; Video Productions Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 10: Central Middle School will maintain a positive campus climate. All students will be encouraged to participate in some type of school organization.

Evaluation Data Sources: Student club/organization rosters

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Fifth and sixth grade teams will contact family members as needed to address student performance and behavior. Team parties will continue to be held to celebrate student successes. **Strategy's Expected Result/Impact:** Students will exhibit good behavior and achieve academic success. Evidence: Parental contact logs; team party records **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The district Student Code of Conduct and the campus student handbook will be available in both English and Spanish online through the campus website. **Strategy's Expected Result/Impact:** Students and family members will know the campus rules and standards. Evidence: Campus website **Staff Responsible for Monitoring:** Assistant Principal, Technology Teacher **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: A MVP rally will be held after each of the first five grading periods to recognize Perfect Attendees, Honor Roll members, MVP Award recipients and other worthy students. An Awards Day ceremony will be held in late May for year-end student recognition. **Strategy's Expected Result/Impact:** Positive behavior and academic reinforcements will lead to increased student success. Evidence: Pride Rally agendas, school calendar **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: The MVP program and "The Canine Way" program and mindset (formerly Caught Being Good) will target improved student behavior by distributing reward tickets. **Strategy's Expected Result/Impact:** MVPs and the CKH system provide positive behavior reinforcement leading to improved school climate. Evidence: MVP recipients list **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Each fifth and sixth grade student will receive one free agenda book. This organizational tool, along with cafeteria bulletin boards and hallway signs, will emphasize character and organizational skills. We will investigate options for possibly distributing to all students next school year. **Strategy's Expected Result/Impact:** Positive behavior and organizational supports will lead to improved campus climate. Evidence: Receipt for purchase of agenda books **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: The Capturing Kids Hearts program will promote Positive Behavior Intervention System will continue to be utilized.	Nov	Feb	June
Strategy's Expected Result/Impact: Discipline referrals will be reduced by 50% over the previous year. Evidence: Discipline reports **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: The National Elementary Honor Society and the National Junior Honor Society will recognize academic excellence through all four grades at CMS.	Nov	Feb	June
Strategy's Expected Result/Impact: Positive behavior supports will lead to increased student success. Evidence: List of new NEHS and NJHS members in second semester. **Staff Responsible for Monitoring:** Principal, Counselors, NEHS and NJHS Sponsors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Schedule the PSAT 8/9 for all 8th grade students. Increase the number of 7th grade students in the Duke TIP. Form a PLC group to study the identification of gifted students in poverty or ethnic minorities.	Nov	Feb	June
Strategy's Expected Result/Impact: Use of the rubric will increase the percentage of gifted and talented students. Evidence: List of G/T students; PLC sign-in sheets **Staff Responsible for Monitoring:** District curriculum coordinator, Counselors **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

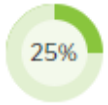
Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 11: Work with the NISD Coordinator of Partners in Education & Communications to identify potential community partners and increase their involvement.

Evaluation Data Sources: Documentation of donations, sponsored activities and/or volunteer sign-in sheets

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Coordinate with the NISD Coordinator of Partners in Education and Communications to develop daily schedule for community members seeking to volunteer at Central Middle School. **Strategy's Expected Result/Impact:** Increased volunteering on campus, leading to increased campus safety/security Evidence: Sign-in logs in the attendance office **Staff Responsible for Monitoring:** District Coordinator, Principal, Assistant Principal **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Anonymously survey parents and the community regarding campus programming and climate. **Strategy's Expected Result/Impact:** Survey results will be used to improve campus programs and climate. Evidence: Survey results **Staff Responsible for Monitoring:** Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Tutors for ESL, Bilingual, Reading, Math and Science will be recruited to work with students before, during and after school. **Strategy's Expected Result/Impact:** Tutorial assistance will lead to increased student success. Evidence: Volunteer sign-in sheets **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Grants will be sought from the Nederland Education Foundation for instructional programs. The school will support the fundraising efforts of the Nederland Education Foundation. **Strategy's Expected Result/Impact:** Grant recipients will purchase additional classroom activities. Evidence: Newsletters; grant applications **Staff Responsible for Monitoring:** Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Central Middle School will implement recruitment, development and retention strategies to maintain the best, highly-qualified staff. All teachers and paraprofessionals will be highly qualified in the subjects taught.

Evaluation Data Sources: Annual Highly Qualified employee report

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Interview teams will be composed of campus administrators and teachers to fill vacancies with effective applicants. **Strategy's Expected Result/Impact:** The interview process will reflect stakeholders' different viewpoints regarding the abilities of the applicants. Evidence: Interview team roster **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Central's students will be taught by highly-qualified teachers who are assisted by highly-qualified paraprofessionals. **Strategy's Expected Result/Impact:** Instruction by highly-qualified employees will lead to increased student success. Evidence: Teachers' and aides' certifications **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Professional development activities will be scheduled that support the goals and educational initiatives of the district.

Evaluation Data Sources: T-TESS Goals documentation
In-service agendas

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Two T-TESS goals will be developed jointly by the each teacher and his/her appraiser. One will be a student growth goal; the other will be a professional growth goal, individualized to the teacher. The goals will be tracked throughout the year. Success will be determined during the summative conference during the last grading period. **Strategy's Expected Result/Impact:** The T-TESS process will improve the skills set of teachers each year, leading to an increased efficacy in instruction. Evidence: T-TESS documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Lead4ward PLC meetings will be scheduled monthly to review growth objectives. Teachers will update student growth data regularly in Eduphoria. Teaming time, as well as staff development days, will include time for grade-level curriculum meetings to share plans and ideas. **Strategy's Expected Result/Impact:** The Lead4ward process will be embedded within the campus climate leading to increased student success. Evidence: Sign-in sheets; updated Eduphoria database and curriculum unit plans **Staff Responsible for Monitoring:** District-Level Administrators, Middle School Curriculum Coordinator, Principal, Assistant Principal, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: To support our gifted and talented students, core teachers will be encouraged to obtain/maintain certification in G/T instructional methods. **Strategy's Expected Result/Impact:** Increase in academic growth of G/T students. Evidence: List of certified G/T teachers; lesson plans noting differentiation **Staff Responsible for Monitoring:** District Curriculum Coordinator, Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: ELAR teachers that are not ESL certified will be encouraged to achieve ESL certification. **Strategy's Expected Result/Impact:** Improved academic growth of English learners Evidence: List of ESL certified teachers **Staff Responsible for Monitoring:** Principal, District ESL Coordinator **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: ELAR teachers are attending the Reading/Writing Academy to design engaging lessons with the new ELAR TEKS and new STAAR test structure **Strategy's Expected Result/Impact:** Teachers will learn and utilize engaging instructional strategies for implementing the new ELAR	Nov	Feb	June

TEKS.
Evidence: Training sign-in sheets; lesson plans
Staff Responsible for Monitoring: Principal, Curriculum Coordinator, Teachers

Title I:
2.5
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction



No Progress


Accomplished

Continue/Modify

Discontinue

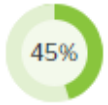
Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: In an effort to recruit and retain quality personnel, faculty/staff appreciation will be shown throughout the school year in a variety of ways.

Evaluation Data Sources: School calendar of events
Facebook posts/pictures of staff appreciation events

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Each 6-9 weeks, campus administration will recognize the efforts made by our faculty/staff with some form of appreciation. **Strategy's Expected Result/Impact:** Increased positivity and demonstrative appreciation will lead to a positive climate/culture among the faculty/staff. Evidence: School calendar; pictures posted to school webpage **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Annually, a campus climate survey will be distributed to the faculty/staff soliciting ways to improve the school. Results will be shared with everyone and plans will be developed to improve the top areas of need. **Strategy's Expected Result/Impact:** By surveying the staff, administration can learn areas to improve the school, thus leading to better campus climate/culture. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All teachers with perfect attendance each six-weeks will be entered into a drawing for a prize. **Strategy's Expected Result/Impact:** Increased staff attendance leads to maximized instruction for student achievement. Evidence: Drawing winners **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Comprehensive student services will be provided to special student populations.

Evaluation Data Sources: All students requiring student services will be identified. All of the identified students will receive the services they need.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Faculty members will continue Child Find efforts as part of the initial evaluation to identify students in need of services. **Strategy's Expected Result/Impact:** Students will be placed into classes that meet their educational needs. Evidence: Teachers receive information about Child Find during the first grading period. Child Find documentation **Staff Responsible for Monitoring:** Diagnostician, Counselors, Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Annual Admission, Review and Dismissal committee meetings will be conducted in a timely manner to plan an appropriate educational program for every special education student. Parents, resource and regular teachers will be included to provide input on the student's current performance and future educational needs. **Strategy's Expected Result/Impact:** Students will be placed in the appropriate educational setting. Parents will have input in developing the plan. Evidence: ARD documentation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Diagnosticians, Counselors, ARD Facilitator, Teachers **Title I:** 2.4, 4.2 -			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Students with disabilities will be placed in the least restrictive environment utilizing the principles of inclusion. **Strategy's Expected Result/Impact:** Students will be placed in the appropriate educational setting. Evidence: ARD documentation; Inclusion class rosters **Staff Responsible for Monitoring:** Principal, Counselors **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Students with individual needs (including Special Education, Gifted/Talented, 504, ESL, Title I, Dyslexia, and Educationally Disadvantaged) will receive timely evaluations and appropriate services. **Strategy's Expected Result/Impact:** Students will be placed in the appropriate educational setting. Evidence: Documentation of each program **Staff Responsible for Monitoring:** Principal, Assistant Principal, ARD Facilitator, Diagnostician, Counselors **Title I:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Supercenter will continue to provide services for eligible students to increase their academic success in core classes. Supercenter personnel will provide documentation of the progress of the students every three weeks. **Strategy's Expected Result/Impact:** Supercenter data will provide information on student progress. Evidence: Supercenter documentation **Staff Responsible for Monitoring:** Supercenter Personnel **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Case managers will be assigned to all students receiving special education services to monitor and ensure progress on their IEPs. **Strategy's Expected Result/Impact:** By having each student's progress supervised by a specific case manager, all special education students will grow academically. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Director of Student Services **Title I:** 2.4, 2.6			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: The Communities in Schools Site Coordinator will collaborate with administrators and counselors to provide services based on the CIS Six Components Activities Guide.

Evaluation Data Sources: CIS end-of-year documentation of services provided

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Parent and Family Engagement - Monthly community outreach activities will be held at Central. These will be scheduled during and after school hours to encourage participation. **Strategy's Expected Result/Impact:** Increased parent engagement Evidence: CIS sign-in sheets and end-of-year survey **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Counseling and Supportive Guidance - Services will be provided to case-managed students. Efforts will be coordinated with the counseling program. **Strategy's Expected Result/Impact:** Increased academic success for these students Evidence: CIS documentation and students' academic records **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Health and Human Services - Activities will be scheduled that promote health awareness and healthy lifestyles. These will be coordinated with the campus CATCH committee. **Strategy's Expected Result/Impact:** Increased student and employee attendance and wellness Evidence: CIS documentation and campus attendance report **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator, CATCH Chairperson, Health Teacher, PE Coaches **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: College and Career Readiness - Activities will be scheduled to prepare students for the workforce. Efforts of the campus AVID program will be supported as well as by school counselors. 8th graders will complete Career Cruising using the Naviance program. **Strategy's Expected Result/Impact:** Increased academic success for our students Evidence: CIS and AVID documentation Software: Naviance **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator, AVID Teacher, School Counselors **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Enrichment - Services and activities will be provided for interpersonal skills building. Efforts of the Behavioral RtI team will be supported. **Strategy's Expected Result/Impact:** Decrease in discipline referrals Evidence: CIS documentation, campus discipline records **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator, Behavioral RtI Chairperson **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Academic Support - Activities and services will be provided to encourage student achievement. Efforts of the Academic RtI team will be supported. **Strategy's Expected Result/Impact:** Increase in achievement of participating students Evidence: CIS and Academic RtI documentation **Staff Responsible for Monitoring:** Principal, CIS Site Coordinator, RtI team members **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 6: Campus opportunities will be planned for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Sources: Sign-in sheets for events
Volunteer sign-in sheets
Documents from District's Partners in Education and Communications Coordinator

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Pep Rallies will be scheduled for home football games and the last basketball game. **Strategy's Expected Result/Impact:** There will be increases in community involvement and school culture. Evidence: School calendar; pep rally agendas **Staff Responsible for Monitoring:** Extracurricular Sponsors **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Various opportunities will be presented, through PTA, for parents/family members to volunteer in the school. **Strategy's Expected Result/Impact:** There will be an increase in parent involvement/volunteering on campus. Evidence: Sign-in sheets **Staff Responsible for Monitoring:** Principal, Assistant Principal, PTA Officers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 7: Maintain support for the campus AVID program

Evaluation Data Sources: AVID student rosters
Records of AVID activities

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Increase the number of faculty/staff trained in the AVID program. **Strategy's Expected Result/Impact:** The team will understand and be responsible for implementing the AVID program. Evidence: Training certificates and AVID team roster **Staff Responsible for Monitoring:** District AVID Coordinator, Principal, AVID Teacher **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	30%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Maintain the 8th grade and 7th grade AVID classes. **Strategy's Expected Result/Impact:** Students in the AVID program will maintain the standards of the honors curriculum and prepare for AP classes at the high school. Evidence: Master schedule and report cards of AVID students **Staff Responsible for Monitoring:** Principal, Assistant Principal, 7th/8th grade Counselor, AVID Teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	70%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Nederland Independent School District

C. O. Wilson Middle School

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

C.O. Wilson Middle School

Mission Statement

The mission of C.O. Wilson Middle School is to provide a safe, orderly, trusting, and caring environment in order to ensure that our students will meet and exceed a high level of academic achievement as measured by state and national standards. C.O. Wilson strives to promote the motivation necessary to help all students become independent, successful, self-sufficient, and contributing young adults in a diverse changing society.

Vision

C.O.Wilson Middle School is committed to excellence in order to provide a quality education for all students. All students will receive the respect, encouragement, and educational opportunities needed to enable them to be successful, contributing members of a changing global society.

Value Statement

Bullpups: Learning, Leading, and Achieving Together

Table of Contents

Goals 4

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 4

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 11

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: By June 2022, C.O. Wilson Middle School will meet the performance objectives and targets outlined in the campus improvement plan goals.
STAAR Results: By June 2023, the "All" student group and each sub population will increase established standards on the state assessment by 2% in order to meet the district goal by 2024. Increase "Meets Grade Level" performance and "Masters Grade Level" performance from the prior administration by 2%. Student growth for reading and math will also increase 2%.

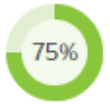
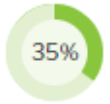
Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use differentiated instruction in all classrooms.	Formative		
Strategy's Expected Result/Impact: Use of various materials for instruction and practice will result in lessons with higher levels of rigor. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer tutoring during before or after school.	Formative		
Strategy's Expected Result/Impact: 2% increase in scores on 2023 STAAR test **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use various researched based materials to incorporate STAAR questions in various assignments and assessments. **Strategy's Expected Result/Impact:** 2% increase on STAAR scores. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Project Base Learning will be used in various classrooms. **Strategy's Expected Result/Impact:** Students understanding of the real world activities through learning in order to increase scores by 1%. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Administer common periodic assessments in all core areas as tested by STAAR. **Strategy's Expected Result/Impact:** Use released tests and bench mark exams to direct instruction in core areas. **Staff Responsible for Monitoring:** Curriculum Coordinators and Teachers **ESF Levers:** Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize TEKS Resource System Curriculum. **Strategy's Expected Result/Impact:** Teachers will be provided time to align and plan for high rigor lessons that will aide in our 2% increase. **Staff Responsible for Monitoring:** Teachers and Administrators	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Students in all grades not approaching any STAAR test will take an additional math and reading class or participate in structured intervention as well as meet the needs of HB 4545. **Strategy's Expected Result/Impact:** Students will have an additional semester of math and or reading to enhance learning and reach the 2% increase. **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers **Targeted Support Strategy**	Nov	Feb	June
	100%	100%	100%

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Teachers will plan together with content area teachers and peers from other schools. **Strategy's Expected Result/Impact:** Teachers will align curriculum across the campus and district. **Staff Responsible for Monitoring:** Principals, Curriculum Coordinators, & Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**	Nov	Feb	June
	100%	100%	100%

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: Use Eduphoria to to monitor student performance. **Strategy's Expected Result/Impact:** Use Eduphoria data to develop high rigor to increase student scores by 1%. **Staff Responsible for Monitoring:** Principal, Counselor, and Teachers **Additional Targeted Support Strategy**	Nov	Feb	June
	100%	100%	100%

Strategy 10 Details	Formative Reviews		
	Formative		
Strategy 10: Conduct Campus Quality Walks and use data to improve instruction and increase rigor of lesson. **Strategy's Expected Result/Impact:** Teachers and campus administrators will use data to improve rigor of instruction. **Staff Responsible for Monitoring:** Campus Administrators and Teachers. **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
	50%		

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Classroom instruction will incorporate increased and improved technology integration.

Evaluation Data Sources: Integration of one to one technology for students.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All students will utilize devices that the district has provided for them as part of the one to one initiative. **Strategy's Expected Result/Impact:** Use of technology in the classrooms daily. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide training in Google Classroom to all teachers. **Strategy's Expected Result/Impact:** The use of Google Classroom in each content area. **Staff Responsible for Monitoring:** District Technology Personnel, Principal, & Teachers **ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All teachers will be trained in ways to enhance technology in the classroom. **Strategy's Expected Result/Impact:** Increased integration of technology into the classroom. **Staff Responsible for Monitoring:** District Technology Team, Principal and Teachers	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 3: Students will continue to have access to various special services throughout the school year.

Evaluation Data Sources: Students enrolled in special programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue Response to Intervention (RTI) remediation for students based on Renaissance Star assessment performance. **Strategy's Expected Result/Impact:** Increased remediation provided to students scoring in the 16th percentile or below on Renaissance Star. **Staff Responsible for Monitoring:** RTI Team, Teachers, & Campus Administrators	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer inclusion classes in all core content areas. **Strategy's Expected Result/Impact:** Decrease number of students placed in the least restrictive environment. **Staff Responsible for Monitoring:** Counselors, Teachers, Diagnostician, & Campus Administrators	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide appropriate contract services for students with special needs. **Strategy's Expected Result/Impact:** Provide contract services for students who require them. **Staff Responsible for Monitoring:** ARD Committee and Outside Consultants	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Learning Lab services will be provided for special education and 504 students. **Strategy's Expected Result/Impact:** Expand access to services for students that qualify. **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Serve ESL students as determined by LPAC. **Strategy's Expected Result/Impact:** Small group and individualized help for ESL students. **Staff Responsible for Monitoring:** Registrar, Counselors, ESL Teachers, and LPAC Committee	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Offer Honors classes for students that qualify. **Strategy's Expected Result/Impact:** Increase in number of students receiving enrichment and/or honors classes.	Formative		
	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 4: C.O. Wilson Middle School learning communities will provide students with a safe and nurturing environment in to support their learning.

Evaluation Data Sources: 2% increase in attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be on duty before and after school to supervise students. **Strategy's Expected Result/Impact:** Increase in students feeling safe at school by attendance improving. **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to have safety drills each six weeks. **Strategy's Expected Result/Impact:** Decrease anxieties of students in an emergency situation and increase attendance. **Staff Responsible for Monitoring:** Administrators and Teachers	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Limit access to building by locking doors and requiring visitors to have photo identification to enter building. **Strategy's Expected Result/Impact:** Increase attendance due to students feel safe. **Staff Responsible for Monitoring:** Campus Administrators and Office Staff	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Use the Raptor system to process guest to building. **Strategy's Expected Result/Impact:** Increase the safety for the building. **Staff Responsible for Monitoring:** Office Staff	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Law enforcement officers are present on campus and all extracurricular events. **Strategy's Expected Result/Impact:** Increase safety and security at campus events. **Staff Responsible for Monitoring:** Principal and School Resource Officer	Nov	Feb	June
	100%	100%	100%

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Bullying and Cyber-Bullying lessons and prevention will be taught in different classrooms throughout the year. **Strategy's Expected Result/Impact:** Decrease in the incidents of any type of bullying on or off campus. **Staff Responsible for Monitoring:** All Staff Members **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June
	100%	100%	100%

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: AVID will continue to offer students the support for high school and post secondary readiness. **Strategy's Expected Result/Impact:** Increase in the number of students learning about college readiness and learning study skills along to be successful in high school as well as college. **Staff Responsible for Monitoring:** Principal, Counselors, and AVID Teachers	Nov	Feb	June
	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

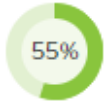
Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: C.O. Wilson Middle School will implement recruitment, development, and retention strategies to maintain the best, highly-qualified staff as well as build staff unity.

Evaluation Data Sources: Increase staff retention.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Provide Mentors for all new teachers. **Strategy's Expected Result/Impact:** Increase retention rate of new teachers. **Staff Responsible for Monitoring:** Principal and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals -	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: All new hires will be highly qualified in their teaching field. **Strategy's Expected Result/Impact:** Students will receive quality instruction from teachers in all content areas. **Staff Responsible for Monitoring:** Principal and Teachers	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Staff members are required to adhere to the T-Tess evaluation system. **Strategy's Expected Result/Impact:** All evaluations will be conducted according to state regulations. **Staff Responsible for Monitoring:** Principal and Teachers **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Continue Employee of the month recognition. **Strategy's Expected Result/Impact:** Build positive peer relationships, use the Capturing Kids Hearts character lessons, and build unity with the staff **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

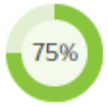
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: C.O. Wilson Middle School will develop a professional development plan that includes a variety of meaningful, scientific, research-based professional development options across the content areas and grade levels.

Evaluation Data Sources: Annual Professional Development Plan to meet teacher and student needs

Strategy 1 Details	Formative Reviews		
Strategy 1: Six hours of Gt training will be provided yearly for all teachers working with gifted students. **Strategy's Expected Result/Impact:** Increase in rigor level for instruction of GT students. **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be trained on using differentiated instruction techniques to use in their classroom. **Strategy's Expected Result/Impact:** Increase in amount of differentiation being used in the classroom. **Staff Responsible for Monitoring:** Principal and Teachers	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will have time provided to analyze data in order to plan and align lessons to the needs of students. **Strategy's Expected Result/Impact:** Improved vertical and horizontal alignment of lessons. **Staff Responsible for Monitoring:** Principals, Teachers, and Curriculum Coordinators	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff meetings will be held in person, virtually, or by information of messaging depending on the information needed to share. **Strategy's Expected Result/Impact:** Staff meeting participation **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Administrators and Teachers will have open communication with parents throughout the school year.

Evaluation Data Sources: Increased information will be shared through various means of communication.

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades will be updated in the E-School system weekly. **Strategy's Expected Result/Impact:** Increase the information that parents receive concerning grades. **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Pups News will be distributed each six weeks with up to date campus information. **Strategy's Expected Result/Impact:** Increase in parents and guardians being informed on campus happenings. **Staff Responsible for Monitoring:** Principal and Sponsor	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Administrators and teachers will used Google Classroom to share information with students. **Strategy's Expected Result/Impact:** Students will be informed on campus activities. **Staff Responsible for Monitoring:** Principal and Teachers	Formative		
	Nov	Feb	June
	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Various forms of information will be sent or posted for families via, marquee, digital signage in the building, Facebook, call outs, and /or test messaging. **Strategy's Expected Result/Impact:** Increase in parents awareness of the campus happenings. **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers	Formative		
	Nov	Feb	June
	100%	100%	100%

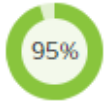
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement additional safety measures to ensure student and staff safety.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. **Strategy's Expected Result/Impact:** Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** Assistant Principals Principals Assistant Superintendent for HR **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. **Strategy's Expected Result/Impact:** Random Checks of classroom doors. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals Assistant Superintendent for HR **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. **Strategy's Expected Result/Impact:** Improve effectiveness of safety drills Improve preparedness for emergency events **Staff Responsible for Monitoring:** Assistant Principals Principals Assistant Superintendent for HR **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: Discipline referrals
Attendance
Grades
Climate and Culture

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Use Capturing Kids Hearts for character lessons. **Strategy's Expected Result/Impact:** Students learn valuable lessons on the importance of positive character which will decrease discipline issues. **Staff Responsible for Monitoring:** Counselors and Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 6: C.O. Wilson Middle School counselors will provide guidance and counseling to students in order to meet their academic as well as emotional needs.

Evaluation Data Sources: Counseling data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Counselors will conduct conferences with students who are having academic difficulties. **Strategy's Expected Result/Impact:** Improve Grades **Staff Responsible for Monitoring:** Teachers, Counselors, Asst. Principal, and Principal **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Nederland Independent School District

Helena Park Elementary

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 17, 2022
Public Presentation Date: October 17, 2022

Mission Statement

The mission of Helena Park is to have the school community working together as a team to create a safe but academically challenging learning environment that will provide each child the opportunity to become the best that he or she can be in life.

Vision

Helena Park Elementary will meet the needs of all students while setting high expectations by providing a safe and equitable school environment. Helena Park will build character and discipline through meeting the diverse needs of all students while offering opportunities in the classroom as well as through extracurricular activities. We have a positive, cooperative, caring and highly qualified professional staff that is led by a common mission and vision in an ever changing global society.

Motto

Be The Best That You Can Be!

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Goals 4

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3) 4

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3) 7

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 10

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 16

Goals

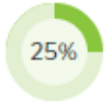
Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)

Performance Objective 1: By June, 2023, Helena Park Elementary will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the Campus Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction, allowing the campus to increase student performance with differentiated instruction. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administrators, Reading Interventionist, Teachers			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, iRead, Really Great Reading, and My Virtual Reading Coach. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Reading Interventionist Teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. **Strategy's Expected Result/Impact:** Increase in student growth in reading **Staff Responsible for Monitoring:** Campus Administrators ESL Teacher Teachers	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure master schedule reflects built-in intervention time during the school day. (RISE UP= reteaching, intervention, support, and enrichment) **Strategy's Expected Result/Impact:** Student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Reading Interventionist Teachers	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor and evaluate campus Dyslexia Program, ensure assessment timelines, student identification process is followed, and teachers are utilizing best dyslexia instructional practices. **Strategy's Expected Result/Impact:** Earlier identification of students with dyslexia Increase of student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Dyslexia Teacher Teachers	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to train any PreK - 3rd grade teachers, Elementary Special Education teachers, ESL teacher, Reading and Math Interventionist, Elementary Dyslexia teacher, and 4th Grade ELAR teachers in the Reading Academy coursework that have not completed it. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Identified Teachers needing training	Formative		
	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue offering opportunities for all Elementary Teachers to become ESL Certified. **Strategy's Expected Result/Impact:** increase student growth in reading for our EB students support EB students through the ELPs **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June
	55%		

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to train all K-3 teachers in Really Great Reading phonics instruction. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June
	80%		

Strategy 11 Details	Formative Reviews		
Strategy 11: Identify and train PreK teacher in Really Great Reading Launchpad platform. **Strategy's Expected Result/Impact:** Increase phonemic awareness with our PreK students Increase student growth in phonemic awareness through the CLI Progress Monitoring platform **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June
	0%		

Strategy 12 Details	Formative Reviews		
Strategy 12: Ensure Reading Interventionist works with our RtI and HB4545 students in a small group setting to build reading skills and close learning gaps. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Interventionist	Formative		
	Nov	Feb	June
	40%		

Strategy 13 Details	Formative Reviews		
Strategy 13: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade ELAR teachers to help teachers to understand the new item types and how to support our students in reading. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Principal Interventionist Teachers	Formative		
	Nov	Feb	June
	50%		

Strategy 14 Details	Formative Reviews		
	Formative		
Strategy 14: Administer the mCLASS assessment to all K-2nd grade students. **Strategy's Expected Result/Impact:** Increase student growth in reading Identify students struggling with specific reading skills Identify students who my show indicators of dyslexia **Staff Responsible for Monitoring:** Principal Interventionist	Nov	Feb	June
			

Strategy 15 Details	Formative Reviews		
	Formative		
Strategy 15: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and MVRC (My Virtual Reading Coach) to drive instruction for students to close reading gaps. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administrators Interventionist Teachers	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June 2023, Helena Park will meet performance objective targets as outlined in the Campus Improvement Plans. Campus Administration will support this attainment with the strategies outlined in the Campus Improvement Plan. STAAR results in June 2023 Math Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Teachers	Nov	Feb	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby increasing student performance with differentiated instruction.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Interventionist Teachers	Nov	Feb	June
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Interventionist Teachers	Nov	Feb	June
	30%		

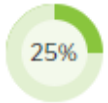
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure master schedule reflects built-in intervention time during the school day. (RISE UP)	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Interventionist Teachers	Nov	Feb	June
	50%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program.	Formative		
Strategy's Expected Result/Impact: Increased in student growth in math **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June
	45%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Identify K-3 teachers and interventionist to attend the summer Math Academy at Region 5.	Formative		
Strategy's Expected Result/Impact: Teachers gain a better understanding of best practices for teaching math. **Staff Responsible for Monitoring:** Campus Administrators Identified Teachers	Nov	Feb	June
	20%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure Math Interventionist works with our RtI and HB4545 students in a small group setting to build math skills and close learning gaps.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Math Interventionist	Nov	Feb	June
	40%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade Math teachers to help teachers to understand the new item types and how to support our students in math.	Formative		
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administrators Math Interventionist Teachers	Nov	Feb	June
	50%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Use Reagan Tunstall guided math kits to enhance a deep understanding of math skills.	Formative		
Strategy's Expected Result/Impact: Increase student growth in math **Staff Responsible for Monitoring:** Campus Administrators Teachers	Nov	Feb	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Use data from Renaissance STAR Math and Progress Learning to drive instruction for students to close math gaps.	Formative		
Strategy's Expected Result/Impact: Increase student growth in math **Staff Responsible for Monitoring:** Campus Administrators Math Interventionist Teachers	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Helena Park will provide strategies to support Nederland ISD to increase the percent of students achieving college and career readiness by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Increase information for College and Career Opportunities at each level: Wear college shirt on report card days, community helpers for PK, Kindergarten, and ALS students, exposure to careers with opportunities through Nederland Police Department, Nederland Fire Department, Dental Dock, KFDM meteorologist, and others opportunities that come available. **Strategy's Expected Result/Impact:** Lesson Plans Student Participation Grade Level Activities, Guest Speakers, Presentations **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide accelerated learning for at-risk students to prevent future failing averages or subject final grades. **Strategy's Expected Result/Impact:** Reduction in failures **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Helena Park will increase opportunities for students to achieve college and career readiness by ensuring K-4th grade students show a minimum of one year's growth in reading and math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Response to Intervention with fidelity including an emphasis on Progress Monitoring. **Strategy's Expected Result/Impact:** Student Growth: Increased student performance on universal screenings; Instructional Walk Data **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Use Lead4ward strategies for Math and Science instruction. **Strategy's Expected Result/Impact:** Student growth on checkpoints, benchmarks **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System **Strategy's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Campus Admin. Teachers	Formative		
	Nov	Feb	June
	45%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus staff will participate in professional development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), differentiation, data analysis, and research-based instructional strategies and activities. **Strategy's Expected Result/Impact:** Student Achievement Results, Agendas, Sign-in sheets **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	30%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing Helena Park students to increase performance through differentiated instruction. **Strategy's Expected Result/Impact:** Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	40%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of online programs to ensure fidelity and efficacy of the results. **Strategy's Expected Result/Impact:** Review pre and post assessment data, Increase Student Growth **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	40%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Continued Implementation of Accelerated Learning Instruction to address individual needs and increase achievement. **Strategy's Expected Result/Impact:** STAAR Scores, Student Growth, Course grades **Staff Responsible for Monitoring:** Campus Administrators Teachers Interventionists	Formative		
	Nov	Feb	June
	45%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Helena Park will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR (Renaissance Learning), Lexia, TEKS Resource System, Progress Learning, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG) **Strategy's Expected Result/Impact:** Increase student growth **Staff Responsible for Monitoring:** Campus Administrators Teachers	Formative		
	Nov	Feb	June
	40%		

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices for English language acquisition education. **Strategy's Expected Result/Impact:** Increase in student growth **Staff Responsible for Monitoring:** Campus Administrators ESL Teacher Teachers	45%		

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. **Strategy's Expected Result/Impact:** Increase achievement growth for students with special needs **Staff Responsible for Monitoring:** Campus Administrators Teachers Special Education Campus Team	30%		

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA). **Strategy's Expected Result/Impact:** Develop and implement a plan to increase student growth **Staff Responsible for Monitoring:** Campus Administration	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 3: Helena Park will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2022 following HB4545 guidelines.

Evaluation Data Sources: tutoring logs
progress monitoring
completed accelerated instruction plan
2022 STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with Accelerated Learning Committee (ALC) to develop a remediation plan for students in grades 3	Formative		
Strategy's Expected Result/Impact: Clear understanding of student needs regarding areas of remediation; expectations for students, staff, and parents; and time-line for Accelerated Learning. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Interventionists	Nov	Feb	June
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters.	Formative		
Strategy's Expected Result/Impact: Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students **Staff Responsible for Monitoring:** Campus Administrators Interventionists Teachers	Nov	Feb	June
	45%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor student progress in the Accelerated Instruction setting.	Formative		
Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning Committee (ALC) goals. **Staff Responsible for Monitoring:** Campus Administrators Interventionists Teachers	Nov	Feb	June
	45%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 3. **Strategy's Expected Result/Impact:** Improved STAAR performance. Improved student growth and achievement. **Staff Responsible for Monitoring:** Campus Administrators			

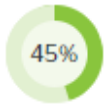
 No Progress  Accomplished  Continue/Modify  Discontinue

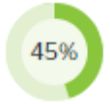
Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

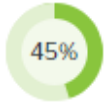
Performance Objective 1: Helena Park will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Sources: Maintain staff retention of 1st year teachers and teachers within their first 3 years.
Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementing District and Campus Professional Learning Communities (PLC).	Formative		
Strategy's Expected Result/Impact: PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue staff recognitions throughout the year including but not limited to birthdays, celebrations, accomplishments, Teacher of the Year, Reaud Nominations, Teacher Appreciation, Notes of Affirmation, PAWS for Appreciation.	Formative		
Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue our campus mentor program for teachers in their first year at our campus.	Formative		
Strategy's Expected Result/Impact: Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff **Staff Responsible for Monitoring:** Campus Administrators Mentor Teachers	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize our Campus Communication Committee and PDCC as a means of addressing staff concerns and seeking resolutions.	Formative		
Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need. **Staff Responsible for Monitoring:** Campus Communication Committee PDCC Representative Campus Administrators	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. **Strategy's Expected Result/Impact:** Improve staff morale and efficiency through recognition of efforts. Campus Staff Recognition Plan; Meeting Agendas **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. Reward teachers successfully increasing rigor in the classroom. **Strategy's Expected Result/Impact:** Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. **Staff Responsible for Monitoring:** Campus Administrators			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Helena Park Staff will support the District's three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

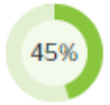
Evaluation Data Sources: Three Year Professional Learning Plan
Annual Professional Learning Plan ensures staff needs are met
Report on the Professional Learning offerings
TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

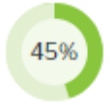
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Campus Administrators will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. **Strategy's Expected Result/Impact:** Identification of campus level professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** Campus Administrators	30%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Implement additional safety measures to ensure student and staff safety.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. **Strategy's Expected Result/Impact:** Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** Assistant Principals Principals	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. **Strategy's Expected Result/Impact:** Random checks of classroom doors **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. **Strategy's Expected Result/Impact:** Improve effectiveness of safety drills Improve preparedness for emergency events **Staff Responsible for Monitoring:** Assistant Principals Principals	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Schedule and perform safety audits to identify areas for improvement. **Strategy's Expected Result/Impact:** None **Staff Responsible for Monitoring:** Assistant Principals Principals	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

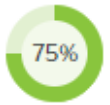
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Performance Objective 4: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: Discipline referrals
Attendance
Grades
Climate and Culture

Strategy 1 Details	Formative Reviews		
Strategy 1: New staff members will be trained in the implementation of the Capturing Kids Hearts (CKH) model.	Formative		
Strategy's Expected Result/Impact: Impact positive school culture Decrease discipline referrals Improve attendance Address social and emotional needs of students **Staff Responsible for Monitoring:** Campus Administrators Counselor	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms.	Formative		
Strategy's Expected Result/Impact: Development of social contracts decrease in discipline referrals increase attendance address social and emotional needs of students **Staff Responsible for Monitoring:** Campus Administrators Counselor	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for teachers implementing CKH by scheduling professional learning, "CKH Recharge" in September 2022.	Formative		
Strategy's Expected Result/Impact: Increase fidelity of CKH implementation decrease discipline referrals increase attendance address social and emotional needs of students **Staff Responsible for Monitoring:** Principals Assistant Principals	Nov	Feb	June
			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

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Nederland Independent School District

Highland Park Elementary

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

IMAGINE · INNOVATE · INSPIRE

HIGHLAND PARK

ELEMENTARY SCHOOL

Mission Statement

The mission of the Highland Park Elementary staff is to provide highly effective, differentiated instruction, in student-centered learning environments, resulting in an educational experience designed around our students' individual differences and learning styles. As a campus, we foster teamwork among our parents, teachers, and community members to meet the high expectations set forth by the Nederland Independent School District.

Vision

We, the staff, students, and parents of Highland Park, believe that the elementary years provide the foundation for the curriculum of future levels of the educational program. In addition, we believe that all students can learn, and the educational process is a responsibility shared by students, school personnel, and parents.

Value Statement

WHERE STUDENTS LOVE TO LEARN AND LEARN TO LOVE

Table of Contents

Goals 4

Goal 1: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024(HB-3) 4

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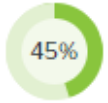
Goals

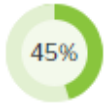
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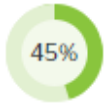
Performance Objective 1: By June, 2023, based on the 2022 Accountabiltiy Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a 59% meeting grade level or higher in all student population groups.
Highland Park EL Overview, 2021-2022: 95 out of 100 (A)
Domain 1: Student Achievement: >93 out of 100 (A)
Domain 2: School Progress: >93 out of 100 (A)
Domain 3: Closing The Gaps: >100 out of 100 (A)
Distinction Designations: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

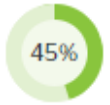
HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading. GR 3 Reading Lowest TEKS: 3.6 F: Make inferences and use evidence to support understanding 3.8 D: Multiple genres: explain the setting of the plot 3.9 D i: Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence 3.9 D iii: Organizational patterns such as cause and effect and problem solving 3.10 D: Describe how the author's use of imagery, literal and figurative language such as simile and sound devices such as onomatopoeia to achieve specific purposes. GR 4 Reading Corresponding TEKS: 4.7D : Retell, paraphrase or summerize texts in ways that maintain meaning and logical order 4.7F: respond using newly acquired vocabulary as appropriate 4.10B: explain how the use of text structure contributes to the author's purpose 4.10D: describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; **Strategy's Expected Result/Impact:** -Quality Alignment Data Walks -T-TESS -Professional Development Plan -Lesson Plans -Reading HMH Modules -District Checkpoint Assessments -Vertical Planning ALL Grade Levels **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers **Title I:** 2.4, 2.5, 2.6			

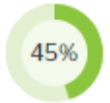
Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -TEA BOY Diagnostic Test(s) -Eduphoria (AWARE) a. Quintiles b. Learning Report Card c. Student Learning Reports d. GR 3-4 Reading HMH Modules e. District Assessment Checkpoints f. STAAR Mock Reading Assessment -STAR Renaissance Early Literacy -STAR Renaissance Reading -Dyslexia Screener **Staff Responsible for Monitoring:** -Principal -Leadership Team -Teachers **Title I:** 2.4, 2.6			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Incorporate technology enriched curriculum with individualized Reading programs that are aligned with STAAR , such as STAR Renaissance Reading, i-Ready Curriculum Associates GR 3-4, Lexia (+100 Additional Campus Licenses), Learning Progess, My Virtual Reading Coach (GR 3 (2) GR 4 (3)), BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), iREAD, Really Great Reading, SeeSaw (PK-GR 4), and Waterford (PK-GR K). **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. **Strategy's Expected Result/Impact:** -Increase in student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Teachers	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase effectiveness of AIT campus Master Schedule by ensuring instructional minutes are planned appropriately utilizing Nederland Independent School District Year at a Glance Reading Pacing Guide and TEKS Resource System . **Strategy's Expected Result/Impact:** -Student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members -Extra Help Personnel -Retired Teachers **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			

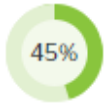
Strategy 8 Details	Formative Reviews		
Strategy 8: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Formative		
	Nov	Feb	June
			

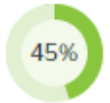
Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Implementation of lead4ward Higher Order Questioning Stems: -Teachers: Think It Up -Students: Thinking Stems -Tools to Know Questioning **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.6			

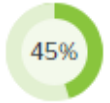
Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Apply Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions (Level 3-Strategic Thinking/Reasoning-Level 4-Extended Thinking) to write a question that will be used with students and included in weekly Lesson Plans in Reading and Writing. **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Oversee Dyslexia Teacher, monitor testing timelines, assess students during the identification process, and ensure our teachers are trained in current dyslexia practices and procedures. **Strategy's Expected Result/Impact:** -Earlier identification of students with Dyslexia needs. -Increase of student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Campus Level Dyslexia Teacher **Title I:** 2.4, 2.5, 2.6			

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Continue to monitor, adjust, and improve on the implementation of the K-2 Literacy Program. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Elementary Curriculum Coordinator			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth. **Strategy's Expected Result/Impact:** -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4			

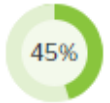
Strategy 14 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 14: Highland Park EL will participate in Staff Development designed to focus on campus needs: Really Great Reading Program, Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S), Differentiation, Gretchen Bernabei Reading/Writing Suite, Patterns of Power for Writing-Jeff Anderson, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference (2 Teachers) and Elementary Technology Conference (Galveston). **Strategy's Expected Result/Impact:** -Eduphoria -Student Achievement -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

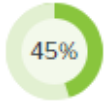
Strategy 15 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 15: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities. **Strategy's Expected Result/Impact:** -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal **Title I:** 2.4, 2.5, 2.6			

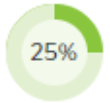
Strategy 16 Details	Formative Reviews		
	Formative		
Strategy 16: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Nov	Feb	June
			

Strategy 17 Details	Formative Reviews		
	Formative		
Strategy 17: Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Special Education Director -Teachers -Learning Lab Teacher -Paraprofessionals -Extra Help **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
			

Strategy 18 Details	Formative Reviews		
	Formative		
Strategy 18: Continuation of communication with teachers and parents when students are in danger of failing (plan for student success). **Strategy's Expected Result/Impact:** -Executive Summary Data Sheet -Failure Report **Staff Responsible for Monitoring:** -Principal -Teachers -Counselor	Nov	Feb	June
			

Strategy 19 Details	Formative Reviews		
Strategy 19: Student recognition in place for Accelerated Reading Program designed to purposefully increase reading initiative. (ex. Paint Ceiling Tile, Doodles)	Formative		
Strategy's Expected Result/Impact: -Student Achievement -AR Goals **Staff Responsible for Monitoring:** -Teachers -Librarian **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
			

Strategy 20 Details	Formative Reviews		
Strategy 20: Ensure proper training for GR PRE-K and NEW GR 2 teacher(s) in the Reading Academy coursework.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -State and Federal Program Coordinator -Elementary Curriculum Coordinator -Principal	Nov	Feb	June
			

Strategy 21 Details	Formative Reviews		
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified.	Formative		
Strategy's Expected Result/Impact: -Increase student growth in Reading for our EB students. **Staff Responsible for Monitoring:** -State and Federal Programs Coordinator -Principal	Nov	Feb	June
			

Strategy 22 Details	Formative Reviews		
Strategy 22: Continue to train ALL GR K-4 teachers in Really Great Reading phonics instruction.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	Nov	Feb	June
			

Strategy 23 Details	Formative Reviews		
Strategy 23: Ensure proper training for GR PRE-K teacher in Really Great Reading Launchpad platform.	Formative		
Strategy's Expected Result/Impact: -Increase phonemic awareness with our Pre-K students. -Increase student growth in phonemic awareness through the CLI Progress Monitoring platform. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	Nov	Feb	June
			

Strategy 24 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 24: Ensure Reading Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build reading skills and close learning gaps. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Interventionist -Classroom Teachers			

Strategy 25 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 25: Provide STAAR 2.0 Reading Language Arts redesign training for ALL GR 3-4 teachers as well as auxillary personnel to understand the new item types and how to support our students in reading. **Strategy's Expected Result/Impact:** -Increased student growth in Reading **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Asssitant Principal -Counselor -Interventionists -Classroom Teachers			

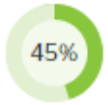
Strategy 26 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 26: Utilize data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and My Virtual Reading Coach to drive instruction for students to close reading gaps. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals			

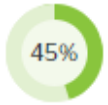
 No Progress  Accomplished  Continue/Modify  Discontinue

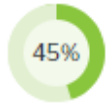
Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024 (HB-3)

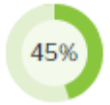
Performance Objective 1: By June, 2023, based on the 2022 Accountabiltiy Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Math Assessment will be at a 59% meeting grade level or higher in all student population groups.
Highland Park EL Overview, 2021-2022: 95 out of 100 (A)
Domain 1: Student Achievement: >93 out of 100 (A)
Domain 2: School Progress: >93 out of 100 (A)
Domain 3: Closing The Gaps: >100 out of 100 (A)
Distinction Designations: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Evaluation Data Sources: STAAR Data and Accountability Results

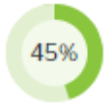
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **TEA Priorities:** Build a foundation of reading and math			

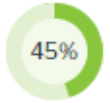
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. **Strategy's Expected Result/Impact:** -Student growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers -Elementary Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math. GR 3 Math Lowest TEKS: 3.4 K: solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts 3.7 B: determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; 3.9B: Personal finance: describe the relationship between the availability or scarcity of resources and how that impacts cost 3.5E: Algebraic Reasoning: represent real-world relationships using number pairs in a table and verbal descriptions 3.6E: Geometry and Measurement: decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape GR 4 Math Corresponding TEKS: 4.3F: evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole; 4.4H: solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders 4.5A: represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.2G: relate decimals to fractions that name tenths and hundredths 4.8C: solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate **Strategy's Expected Result/Impact:** -Quality Alignment Data Walks -T-TESS -Professional Development Plan -Lesson Plans -Pearson Math Topic Tests -District Checkpoint Assessments -Vertical Planning ALL Grade Levels **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -TEA BOY Diagnostic Test(s) -Eduphoria (AWARE) a. Quintiles b. Learning Report Card c. Student Learning Reports d. GR 3-4 Pearson Math Topic Tests e. District Assessment Checkpoints f. STAAR Mock Math Assessment -STAR Renaissance Math -iStation **Staff Responsible for Monitoring:** -Principal -Leadership Team -Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR , such as STAR Renaissance Math, Progress Learning, BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), SeeSaw (PK-GR 4), STEMscopes (GR K-4), and Generation Genius (GR -4). **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Apply Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions (Level 3-Strategic Thinking/Reasoning-Level 4-Extended Thinking) to write a question that will be used with students and include in weekly Lesson Plans in Math. **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Increase implementation of STEM (Science, Technology, Engineering, and Math) activities across all grade levels. **Strategy's Expected Result/Impact:** -Increase student growth in Math. **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Increase effectiveness of AIT campus Master Schedule by ensuring instructional minutes are planned appropriately utilizing Nederland Independent School District Year at a Glance Math Pacing Guide and TEKS Resource System. **Strategy's Expected Result/Impact:** -Increase student growth in Math. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members -Extra Help Personnel -Retired Teachers	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Nov	Feb	June
	50%		

Strategy 10 Details	Formative Reviews		
	Formative		
Strategy 10: Implementation of lead4ward Higher Order Questioning Stems: -Teachers: Think It Up -Students: Thinking Stems -Tools to Know Questioning **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.6	Nov	Feb	June
	50%		

Strategy 11 Details	Formative Reviews		
	Formative		
Strategy 11: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth. **Strategy's Expected Result/Impact:** -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4	Nov	Feb	June
	45%		

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Highland Park EL will participate in Staff Development designed to focus on campus needs: Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math (Enhance Deep Understanding of Math Skills), Higher Order Thinking Skills (H.O.T.S), Differentiation, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference (2 Teachers), GR K-2 Math Games by Box Cars and One-Eyed Jacks, and Elementary Technology Conference (Galveston). **Strategy's Expected Result/Impact:** -Eduphoria -Student Achievement -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities. **Strategy's Expected Result/Impact:** -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers			

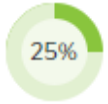
Strategy 14 Details	Formative Reviews		
	Formative		
Strategy 14: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Nov	Feb	June
			

Strategy 15 Details	Formative Reviews		
	Formative		
Strategy 15: Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Special Education Director -Teachers -Learning Lab Teacher -Paraprofessionals -Extra Help **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
			

Strategy 16 Details	Formative Reviews		
	Formative		
Strategy 16: Continuation of communication with teachers and parents when students are in danger of failing (plan for student success). **Strategy's Expected Result/Impact:** -Executive Summary Data Sheet -Failure Report **Staff Responsible for Monitoring:** -Principal -Teachers -Counselor	Nov	Feb	June
			

Strategy 17 Details	Formative Reviews		
Strategy 17: Ensure Math Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build math skills and close learning gaps. **Strategy's Expected Result/Impact:** -HB4545 Accelerated Learning Plan -HB4545 Accelerated Learning Reports **Staff Responsible for Monitoring:** -Principals -Assistant Principal -Diagnostician -GR 4 Teachers -Math Interventionist **TEA Priorities:** Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

Strategy 18 Details	Formative Reviews		
Strategy 18: Utilize Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evalute the plan for Math instructional strategies. **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals -Teachers	Formative		
	Nov	Feb	June
			

Strategy 19 Details	Formative Reviews		
Strategy 19: Identify GR K-3 teachers and interventionist(s) to attend the summer Math Academy at Region 5. **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals -Teachers	Formative		
	Nov	Feb	June
			

Strategy 20 Details	Formative Reviews		
Strategy 20: Provide STAAR 2.0 Math training for ALL GR 3-4 teachers as well as auxillary personnel to understand the new item types and how to support our students in Math. **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Teachers	Formative		
	Nov	Feb	June
			

Strategy 21 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified. **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -State and Federal Curriculum Coordinator -Principal	45%		

Strategy 22 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 22: Utilize data from Renaisance STAR Math, Progress Learning, and i-Ready Curriculum Associates GR 3-4 to drive instruction for students to close learning gaps in Math. **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

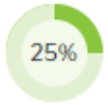
Performance Objective 1: Highland Park EL will work to collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2022-2023 school year.

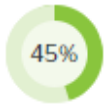
HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Highland Park EL will work to increase awareness for College and Career Opportunities at all grade levels: College shirt day, Wax museum, Fair Trade Days, Community Helpers, Garrett Dental, The Dental Dock, Nederland Police Department read books to students, etc. **Strategy's Expected Result/Impact:** -Lesson Plans -Student Participation -Communication of Events **Staff Responsible for Monitoring:** -Principals -Teachers -Counselor **TEA Priorities:** Connect high school to career and college	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: District and Campus committee will analyze out of placement (BEST) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students. **Strategy's Expected Result/Impact:** Reduction in representation of Economically Disadvantaged & Special Education **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Diagnosticians -ARD Facilitator -Teachers **Title I:** 2.4, 2.6	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Promote awareness in health and wellness through the C.A.T.C.H program campus wide and a continuation of Fitnessgram Assessment. **Strategy's Expected Result/Impact:** -Fitnessgram Assessment **Staff Responsible for Monitoring:** -Principal -Physical Education Coaches -Nurse			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early colleges experiences, college fair (October 11), and partnerships with local colleges and universities. **Strategy's Expected Result/Impact:** -Sign-in Sheet -Hand-outs -Newsletters **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Highland Park EL will work to increase opportunities for students to achieve college and career readiness by ensuring GR PRE-K-4 students show a minimum of one year's growth in Reading and Math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps. **Strategy's Expected Result/Impact:** -Student growth on Universal Screenings -Data-Walks **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -RtI Core Team -State and Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use Region 5 Math and Science staff to provide coaching and training to teachers. **Strategy's Expected Result/Impact:** -Student growth on District Checkpoints, Pearson Math Tests and STAAR Assessment **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Grade Level Chairs -Elementary Curriculum Coordinator	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus, as well as, across the district to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased student growth in Reading and Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities. **Strategy's Expected Result/Impact:** -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Student Achievement Results -Agendas -Sign-In Sheets **Title I:** 2.4, 2.5, 2.6			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6	50%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Highland Park EL will enhance instruction and use supplemental software programs, such as, but not limited to: Eduphoria, STAR Renaissance Learning Reading-Math, Lexia, TEKS Resource System, Learning Progress, i-Ready Curriculum Associates, Really Great Reading, My Virtual Reading Coach, STEMscopes, Waterford, SeeSaw, IREAD, etc., as formative assessments for student achievement to guide differentiated instruction and extended learning opportunities. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6	50%		

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Highland Park EL will provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices or English language acquisition education. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator -State and Federal Programs Coordinator	50%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Highland Park EL will provide Special Education program training on supplemental instruction/support/interventions and behavior interventions. **Strategy's Expected Result/Impact:** -Increase achievement growth for students with special needs. **Staff Responsible for Monitoring:** -Principal -Teachers -Director of Special Programs	Formative		
	Nov	Feb	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Continued implementation of Accelerated Learning Instruction to address individual needs and increase achievement for at-risk students to show student growth. **Strategy's Expected Result/Impact:** STAAR Scores, Student Growth, Report Card Grades **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide Title 1 and Focus School guidance and oversight. **Strategy's Expected Result/Impact:** -Develop and implement a plan to address the areas of concern and increase student growth. **Staff Responsible for Monitoring:** -Assistant Superintendent for Curriculum and Instruction -State and Federal Programs Cooridnator -Elementary Curriculum Coordinator -Principal **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5. **Strategy's Expected Result/Impact:** -Increased STAAR performance. -Increased student growth and achievement.	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: -Elementary Curriculum Coordinator
-Principal

Title I:
2.4, 2.5, 2.6, 4.2



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Highland Park EL will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Sources: -Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
-Professional Development documentation from Eduphoria

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Highland Park EL will continue implementation of Campus Professional Learning Communities (PLC). **Strategy's Expected Result/Impact:** PLC's will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Conduct annual employee engagement climate and culture survey. **Strategy's Expected Result/Impact:** -Review of Survey Data **Staff Responsible for Monitoring:** -Principal -Teacher **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Maintain the Highland Park EL website, as well as, social media (Facebook, etc.) with information that is beneficial to parents and community members. **Strategy's Expected Result/Impact:** -Highland Park Elementary Website -Facebook -ClassTag -#noofficetoday -Blackboard Connect **Staff Responsible for Monitoring:** -Principal -Teacher -PTA **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Recognize faculty and staff for outstanding performance and contributions to celebrate successes throughout the school year. **Strategy's Expected Result/Impact:** -Improve morale while recognizing the achievements of our staff both professionally and personally. -Employee Recognition Plan -Appreciation Lunch from PTA Board **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Utilize Key Communicator for Highland Park EL to showcase Nederland Independent School District. **Strategy's Expected Result/Impact:** -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Encourage parents, business leaders, and community members to participate as a member of District/Campus Educational Improvement Committees and other committees that contribute to the success of Nederland Independent School District. **Strategy's Expected Result/Impact:** -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -District Partners in Education Coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Highland Park EL will review annually Parent-School Compact and Parental Involvement Policy with input from parents. We will provide parents with copies of the Parental Involvement Policy and Parent-School Compact at Parent-Teacher conferences. **Strategy's Expected Result/Impact:** -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -CPOC **Title I:** 4.1, 4.2	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Increase in Community and Business Partnerships. (Ex. Garrett Dental, Neches Federal Credit Union, Five Point Credit Union, Jeannie Rodgers from Stewart Title, John Burton III, PaperHat Co, First Financial, Balfour, Zen Nail and Spa, Sake Sushi Bar, Polish Nail Bar, Sombrero Mexican Grill, The Beautique Med Spa, St. Charles Catholic Church, Howell's Furniture, HEB, Dr. Velina Johnson and Doodle's Art Studio) **Strategy's Expected Result/Impact:** -Donation Account **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Secretary -District Partner in Education Coordinator **Title I:** 2.5, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals	50%		

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Highland Park EL will collaborate to implement wellness programs and procedures through the School Health Advisory Council (SHAC). **Strategy's Expected Result/Impact:** -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal	50%		

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Highland Park EL will continue to collaborate with Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees. **Strategy's Expected Result/Impact:** -Improve communication between administration and staff in areas of concern and need. **Staff Responsible for Monitoring:** -Principal -Campus Representative -Agendas -Minutes -Sign-In Sheets **TEA Priorities:** Recruit, support, retain teachers and principals	50%		

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Highland Park EL will recognize exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. **Strategy's Expected Result/Impact:** -Develop mentor teachers to help improve and model exemplary instructional practices to support all teachers and students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

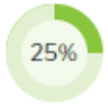
Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional development efforts. Reward teachers successfully increasing rigor in the classroom. **Strategy's Expected Result/Impact:** -Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. -Campus Professional Development Agendas-Sign-in Sheets -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Highland Park EL will develop a three year plan for Professional Development that includes professional learning opportunities that support the campus needs of our staff, students, and promotes continuous growth.

Evaluation Data Sources: -Eduphoria Professional Development Log

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop a professional development plan to meet our campus needs. The plan will include required professional development for teachers and staff, initiatives, and specialized training for each department as needed. Professional Learning will be designed to provide opportunities such as: -Multiple venues to learn the written, taught, and assessed curriculum aligned with State Standards -Strategies for disaggregating and analyzing student data to inform instruction -Induction training for new teachers and administrators -Mentoring and instructonal coaching for new and existing staff -Implementation of job-emmbedded learning -Opportunities to share ideas, best-practices, and successes -Capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. **Strategy's Expected Result/Impact:** -The provision of professional learning structures communicated and delivered in a manner that correlates with Nederland Independent School District Vision and Board Policy. -Eduphoria **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Special Programs Director -State and Federal Programs Coordinator **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLC to identify district trends. **Strategy's Expected Result/Impact:** -Identification of campus-level, professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** -Assistant Superintendent for Curriculum and Instruction -Elementary Curriculum Coordinator -Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Implementation of additional safety measures to ensure student and staff safety.

Evaluation Data Sources: -Weekly Door Sweeps
-Documentation and Feedback from Safety Drills

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All exterior doors on campus will be locked during the instructional day. **Strategy's Expected Result/Impact:** -Campus Administration Team and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal	75%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: All classroom doors will remained locked during the instructional day. **Strategy's Expected Result/Impact:** -Campus Administration Team and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal	75%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Development of schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. **Strategy's Expected Result/Impact:** -Improve effectiveness of safety drills. -Improve preparedness for emergency events. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: -Capturing Kids Hearts Reporting
-Discipline Referrals
-Attendance
-Grades
-Climate and Culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers to Highland Park EL in the implementation of the Capturing Kids Hearts (CKH) model.	Formative		
Strategy's Expected Result/Impact: -Impact positive school culture. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in the classrooms.	Formative		
Strategy's Expected Result/Impact: -Development of social contracts. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide proper support for teachers implementing CKH by professional learning "CKH Recharge" in September 2022. **Strategy's Expected Result/Impact:** -Increase fidelity of CKH implementation. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Nederland Independent School District

Hillcrest Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hillcrest Elementary School is to have every student achieve at his/her maximum potential in an engaging, inspiring, and challenging learning environment.

Vision

Hillcrest Elementary School will develop life-long learners engaged in high-quality, real-world learning. Our teachers will facilitate learning where all students' individual needs are met in order to achieve success.

Value Statement

We Are Not Just a School, We Are FAMILY!

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Goals 4

Goal 1: Hillcrest Elementary will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3) 4

Goal 2: Hillcrest Elementary will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3) 13

Goal 3: Hillcrest Elementary will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. 18

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 19

Goals

Goal 1: Hillcrest Elementary will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)

Performance Objective 1: By June, 2023, all Hillcrest Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the school to increase performance for all students with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administration Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, iRead, Really Great Reading, and My Virtual Reading Coach. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administration Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. An extra-help aide will be hired with Title III funds to help with the growing number of EB/Bilingual students **Strategy's Expected Result/Impact:** Increase in student growth in reading **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Ensure master schedule reflects built-in intervention time during the school day. **Strategy's Expected Result/Impact:** Student growth in reading **Staff Responsible for Monitoring:** Campus Administration Interventionist Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

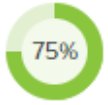
Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices..	Nov	Feb	June
Strategy's Expected Result/Impact: Earlier identification of students with dyslexia Increase of student growth in reading **Staff Responsible for Monitoring:** Campus Administration Dyslexia Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in reading **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Campus Administration Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Continue training any PreK - 3rd grade teachers, Special Education teachers, ESL teachers, Reading and Math Interventionist, Dyslexia teachers, and 4th Grade ELAR teachers in the Reading Academy coursework that have not completed it. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Elementary Coordinator Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Continue offering opportunities for all Elementary Teachers to become ESL Certified. **Strategy's Expected Result/Impact:** Increase student growth in reading for our EB students Support EB students through the ELPs **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to train all K-3 teachers in Really Great Reading phonics instruction.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 11 Details	Formative Reviews		
Strategy 11: Identify and train all PreK teachers in Really Great Reading Launchpad platform.	Formative		
Strategy's Expected Result/Impact: Increase phonemic awareness with our PreK students Increase student growth in phonemic awareness through the CLI Progress Monitoring platform **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Ensure Reading Interventionist work with our RtI and HB4545 students in a small group setting to build reading skills and close learning gaps. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administration Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade ELAR teachers to help teachers to understand the new item types and how to support our students in reading. **Staff Responsible for Monitoring:** Campus Administration Interventionist Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 14 Details	Formative Reviews		
Strategy 14: Administer the mCLASS assessment to all K-2nd grade students.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading Identify students struggling with specific reading skills Identify students who my show indicators of dyslexia **Staff Responsible for Monitoring:** Campus Administration Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	June
	50%		

Strategy 15 Details	Formative Reviews		
Strategy 15: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and MVRC (My Virtual Reading Coach) to drive instruction for students to close reading gaps.	Formative		
Strategy's Expected Result/Impact: Increase student growth in reading **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Nov	Feb	June
	55%		

Strategy 16 Details	Formative Reviews		
Strategy 16: Utilize inclusion for sped students to provide access to the general education setting with support and maximize time spent in the least restrictive environment. Implement timely interventions for all students in the sped program.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Student Achievement Individual technology usage reports Progress reports, Report cards **Staff Responsible for Monitoring:** Campus Administration Teachers Support Staff Sped Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 17 Details	Formative Reviews		
Strategy 17: Raise attendance to help with student progress.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Better scores on STAAR, Star Ren. as well as report cards/daily work. **Staff Responsible for Monitoring:** Campus Administration Teachers Attendance Clerk **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 18 Details	Formative Reviews		
Strategy 18: Utilize Dvorak Typing Program in the computer lab to help students to become better typers in order to be more successful on STAAR 2.0.	Formative		
	Nov	Feb	June

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

50%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Hillcrest Elementary will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June 2023, all Hillcrest Elementary will meet performance objective targets as outline in the Campus Improvement Plan. Administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2023 Math Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

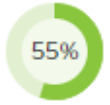
Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.. **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP) **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning. **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%		

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Ensure master schedule reflects built-in intervention time (Pump-it-up-Time) during the school day.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionist Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Ensure Math Interventionist work with our RtI and HB4545 students in a small group setting to build math skills and close learning gaps.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Provide STAAR 2.0 Redesign training for all 3rd - 4th grade Math teachers to help teachers to understand the new item types and how to support our students in math.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionist Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Continue offering opportunities for all Elementary Teachers to become ESL Certified.	Nov	Feb	June
Strategy's Expected Result/Impact: Increase student growth in reading for our EB students **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Use data from Renaissance STAR Math and Progress Learning to drive instruction for students to close math gaps. **Strategy's Expected Result/Impact:** Increase student growth in math **Staff Responsible for Monitoring:** Campus Administration Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	June
	55%		

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: Raise attendance to help with student progress. **Strategy's Expected Result/Impact:** Better scores on STAAR, Star Ren. as well as report cards/daily work. **Staff Responsible for Monitoring:** Campus Administration Teachers Attendance Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Hillcrest Elementary will seek continuous student performance improvement by focusing on College, Career, and Military Readiness.

Performance Objective 1: Hillcrest Elementary will increase opportunities for students to achieve college and career readiness by ensuring K-9th grade students show a minimum of one year's growth in reading and math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Hillcrest Elementary will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2022 following HB4545 guidelines. **Strategy's Expected Result/Impact:** Increased Scores on 23 TAPR Report **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.4, 2.5, 2.6			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Nederland ISD will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Sources: Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement additional safety measures to ensure student and staff safety. **Strategy's Expected Result/Impact:** Have the safest environment possible for our staff and students. **Staff Responsible for Monitoring:** Campus Administration Teachers Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs. (Hillcrest House System and CKH) **Strategy's Expected Result/Impact:** Safe School Increased student achievement **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Continue implementing District and Campus Professional Learning Communities (PLC). **Strategy's Expected Result/Impact:** PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate, and culture. **Staff Responsible for Monitoring:** District and Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Develop a Mentorship Program for Teachers at the campus level. Refine and continue implementation of New Teacher Induction (NTI) program (DG) **Strategy's Expected Result/Impact:** Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff **Staff Responsible for Monitoring:** Campus Administration Mentor Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Hillcrest Campus Communication Committee will work with (CCC) Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent, while bringing forward ideas, questions, and concerns from employees. **Strategy's Expected Result/Impact:** Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	55%		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. Conduct monthly faculty meetings to showcase featured staff. (Teacher of the Year, Reaud Nominee, Teacher of the Six Weeks, etc...) **Strategy's Expected Result/Impact:** Teacher Moral **Staff Responsible for Monitoring:** Campus Administrators Highlight Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	75%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. **Strategy's Expected Result/Impact:** Identification of campus level professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%		

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Provide professional development opportunities to support campus goals and professional growth for campus personnel. Provide Professional Learning Opportunities to "Grow" leaders, teachers, and administrators: District Leadership Team PLC Lead4ward Team Lead4ward Conference TEPSA Region 5 Campus and District New Teacher Program **Strategy's Expected Result/Impact:** Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. **Staff Responsible for Monitoring:** Campus Administration Lead4ward Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Hillcrest will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: School Counselor will work with campus faculty, staff, students, and parents to provide guidance and counseling that meets the needs of all students. **Strategy's Expected Result/Impact:** Better Mental Health Increase in Student Achievement **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	65%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Prepare 4th grade students for transition to middle school. Provide middle school orientation and meeting, participate in ARD meetings hold 504 meetings for students for academic and behavioral plans with middle school staff members, continue 4th grade departmentalization for preparation of changing classes. **Strategy's Expected Result/Impact:** Scheduled orientation meeting ARD schedules Counselor records 504 meetings **Staff Responsible for Monitoring:** Principal (Elementary and Middle Schools) Counselor (Elementary and Middle Schools) Teacher **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Counselors will communicate information through various modes; bi-annual newsletter, school website, and parent nights. The website will include important information for the Fours Service Delivery Models and Capturing Kids Hearts. **Strategy's Expected Result/Impact:** Better Communication with School Community **Staff Responsible for Monitoring:** Campus Administration Counselor **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement additional safety measures to ensure student and staff safety.

Evaluation Data Sources: Safety Drills

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. **Strategy's Expected Result/Impact:** Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** Campus Administration NPD Officers Faculty and Staff **ESF Levers:** Lever 3: Positive School Culture	70%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. **Strategy's Expected Result/Impact:** Random checks of classroom doors **Staff Responsible for Monitoring:** Campus Administration Faculty and Staff	70%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. Work with NPD and NFD to improve our safety procedures. **Strategy's Expected Result/Impact:** Improve effectiveness of safety drills Improve preparedness for emergency events **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Nederland Independent School District

Langham Elementary

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Nederland ISD

The mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Langham Elementary

The mission of Langham Elementary is to provide a positive and diverse educational setting in which each child has the opportunity to develop academic, social, technology, and physical skills that will help him/her become a lifelong learner and confident, productive citizen.

Vision

Nederland ISD

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

Langham Elementary

Langham Elementary is committed to excellence at all levels in order to provide a quality education for each child. All students will receive the respect, encouragement, and educational opportunities needed to enable them to be successful, contributing members of a changing global society.

Motto

Good, Better, Best!

Table of Contents

Goals 4

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3) 4

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3) 6

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 8

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 12

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)

Performance Objective 1: By June, 2023, based on the 2022 Accountabiltiy Rating Summary, Langham Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a 59% meeting grade level or higher in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Student growth in reading. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction to increase performance with differentiated instruction. **Strategy's Expected Result/Impact:** Student growth in Reading **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Elementary Curriculum Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, IXL, Really Great Reading, Reading Eggs, and My Virtual Reading Coach. **Strategy's Expected Result/Impact:** Increased student growth in reading and math. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Interventionists **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Nov	Feb	June
	60%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Emerging Bilingual. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Principal Leadership Team Teachers ESL teacher ESL paraprofessional	Formative		
	Nov	Feb	June
	50%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Work with Dyslexia Specialist to design and monitor the campus implementation of the District Dyslexia Handbook. **Strategy's Expected Result/Impact:** Student growth in reading Earlier identification of dyslexic students **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Dyslexia Teacher **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	50%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Principal Teachers Elementary curriculum coordinator	Formative		
	Nov	Feb	June
	50%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: All K-4 reading teachers, campus administrators, and interventionists to attend Reading Academies. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers State and Federal Programs Director			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June, 2023, based on the 2022 Accountability Rating Summary, Langham Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Math Assessment will be at a 59% meeting grade level or higher in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment on campus. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Increased student growth in Math. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	70%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction allowing the campus to increase performance for all students with differentiated instruction. **Strategy's Expected Result/Impact:** Increased student growth in Math. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Elementary Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Progress Learning, Prodigy and Math Seeds.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in Math **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Math Interventionist **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math	50%		

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Strengthen fidelity of RTI program through district progress monitoring and interventions.	Nov	Feb	June
Strategy's Expected Result/Impact: RTI meetings and Documentation Increased student growth in Math Streamlined referral process for special education **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	50%		

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Increased effectiveness of WIN time by ensuring groups and instructional activities are appropriately planned and executed.	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student growth in Math **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Interventionist	60%		

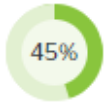
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Langham Elementary will collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Langham will work to increase awareness for College and Career Opportunities at all grade levels: Community guest speakers and presenters, College shirt days, Nederland Police Department, Nederland Fire Department, field trips and projects. **Strategy's Expected Result/Impact:** Communication of Events Student Participation Lesson Plans **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers **TEA Priorities:** Connect high school to career and college			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Langham Elementary will work to increase opportunities for students to achieve college and career readiness by ensuring K-4 students show a minimum of one year's growth in Reading and Math.

HB3 Goal

Evaluation Data Sources: Star Data Results
Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Student growth in reading and math. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction to increase performance with differentiated instruction. **Strategy's Expected Result/Impact:** Student growth in Reading and Math **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Elementary Curriculum Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, IStation, IXL, Really Great Reading, Reading Eggs, Math Seeds and My Virtual Reading Coach. **Strategy's Expected Result/Impact:** Increased student growth in reading and math. **Staff Responsible for Monitoring:** Principal Leadership Team Teachers Interventionists **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 3: Langham will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2022.

Evaluation Data Sources: tutoring logs
progress monitoring
completed accelerated instruction plan
2022 STAAR Scores

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Langham will create Accelerated Learning Committees to develop and execute remediation plans for students who did not reach "Approaches" on their 2022 3rd grade STAAR reading or math assessments. **Strategy's Expected Result/Impact:** Understanding of student needs Expectations of students, staff and parents Plan for student remediation Increased growth in Reading and/or math **Staff Responsible for Monitoring:** Principal Teachers Interventionists **Title I:** 2.4, 2.5, 2.6			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Langham will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Sources: Increase district staff retention from 92.5% to 95.5% as identified on the TAPR report.
Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Staff surveys to gather feedback on school climate **Strategy's Expected Result/Impact:** Improved school operations **Staff Responsible for Monitoring:** Administration Staff **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Recognize teachers and staff for accomplishments through newsletters, Paws for Appreciation, awards, teacher appreciation activities, etc. **Strategy's Expected Result/Impact:** Staff retention Improved morale Public Recognitions **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Utilize various electronic and social media platforms to raise awareness of school activities (Facebook, School website, Blackboard, etc.). **Strategy's Expected Result/Impact:** Improved morale Staff retention Community engagement **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Utilization of Campus Communication Committee and Professional District Communications Committee to enhance two way communication between campus level and district level personnel. **Strategy's Expected Result/Impact:** Improved communication between campus and district levels **Staff Responsible for Monitoring:** Principal Campus Committee Campus rep **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Staff will participate in professional development opportunities that address individual and campus needs. **Strategy's Expected Result/Impact:** Improved campus performance Student Achievement data **Staff Responsible for Monitoring:** Campus administrators Teachers Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Develop three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

Evaluation Data Sources: Three Year Professional Learning Plan
Annual Professional Learning Plan ensures staff needs are met
Report on the Professional Learning offerings
TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Professional development days dedicated to professional learning initiatives for Reading Academies, Capturing Kids' Hearts, STAAR redesign, and other local needs.	Nov	Feb	June
Strategy's Expected Result/Impact: Agendas Sign-In Sheets **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	60%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Staff will participate in professional development opportunities that address individual and campus needs.	Nov	Feb	June
Strategy's Expected Result/Impact: Improved campus performance Student Achievement data **Staff Responsible for Monitoring:** Campus administrators Teachers Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Implement additional safety measures to ensure student and staff safety.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Conduct weekly exterior door sweeps to ensure all doors are functioning properly. **Strategy's Expected Result/Impact:** Increased security of the campus and limitation of unauthorized visitors on campus. **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Continue to implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: Discipline referrals
Attendance
Grades
Climate and Culture

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
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   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
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   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
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   a. Harassment and Dating Violence are not tolerated in NISD.
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
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8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Nederland Independent School District

Alternative Education

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Nederland Independent School District is to provide an education environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision

The Vision of Nederland Independent School district is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

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The mission of the Nederland Independent School District is to provide an education environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world. 2

The Vision of Nederland Independent School district is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. 2

2

Goals 4

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024. 4

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence. 4

Goals

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: The Nederland ISD DAEP will prioritze supporting academic success for students that are serving disciplinary placements. Students will maintain academic goals while at the DAEP. Teachers at DAEP will be in constant contact with home campus teachers to ensure student is up to date. Students will have access to additional academic resources while at DAEP to maintain a passing average.

Evaluation Data Sources: NISD Eschool Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will stay in contact home campus teachers to maintain constant communication. Students also utilize Edgenuity as a supplemental program to increase academic achievement. **Strategy's Expected Result/Impact:** Improve student knowledge of content. **Staff Responsible for Monitoring:** DAEP staff and Director			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: The Nederland Alternative Campus will work with home campus administrators, counselors, parents and students to ensure a successful integration back to their home community.

Evaluation Data Sources: Student Exit Folders and Follow-up Visits

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Students will demonstrate appropriate drug awareness, knowledge, and avoidance strategies. **Strategy's Expected Result/Impact:** Alternative Campus Data Report - The number of drug , alcohol and tobacco referrals will decrease. **Staff Responsible for Monitoring:** AES Counselor and Director	75%	85%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: AES Director will target middle school students to check on minimum twice a month to ensure they are being successful. **Strategy's Expected Result/Impact:** Create a follow up program to let students know we care about them and want them to be successful. **Staff Responsible for Monitoring:** Director	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Students will have a weekly specialized counseling service provided while at AES. Counseling sessions are specific to the student to help student make positive life choices.

Evaluation Data Sources: Evaluate students returning on Level 2 and 3 at AES.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Students will have a minimum of two days a week counseling session that is individualized to the student. **Strategy's Expected Result/Impact:** Prevent students from returning to the campus as Level 2 and 3 students. **Staff Responsible for Monitoring:** AES Counselor and Director	80%	90%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Nederland Alternative Campus is active in organizing the annual Health Fair and Red Ribbon Parade. We coordinate with PTA members and business to help impact student success.

Evaluation Data Sources: To maintain or increase community involvement in Health Fair and Red Ribbon Parade.

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
   a. early mental health intervention and suicide prevention (District only)
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy related services [TEA Addendum]
   f. homeless
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3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and dating violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
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13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Evaluation Data Sources: Attendance Reports
Counselor Reports
Discipline Reports

Goal 2: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 5: The Alternative Education School will recruit and train AES staff properly to ensure we retain quality staff members. All staff have been trained and implement the Capturing Kids Hearts training.

Evaluation Data Sources: We will use quantitative and qualitative discipline data to evaluate the effectiveness of CKH training at the campus.

Section IV

School Violence Prevention and Intervention Policies/Procedures and Related Issues

The Nederland Independent School District

Board of Trustees has adopted the following

policies which are designed to reduce school

violence and insure student welfare

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Notice of Educator Misconduct

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom an educator is alleged to have engaged in the following misconduct:

1. The educator abused or otherwise committed an unlawful act with a student or a minor. *Education Code 21.006(b)(2)(A)*
2. The educator was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 21.006(b)(2)(A-1)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

Education Code 21.0061

Depiction of Minors in Visual Material

Definitions

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Harassment" has the meaning assigned by Education Code 37.001. [See FO]

"Sexual conduct" has the meaning assigned by Penal Code 43.25.

Programs

The Texas School Safety Center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

1. The possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
2. Other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
    a. Negative effects on relationships;
    b. Loss of educational and employment opportunities; and

c. Possible removal, if applicable, from certain school programs or extracurricular activities;

3. The unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:

   a. Search and replication capabilities; and

   b. Potentially worldwide audience;

4. The prevention of, identification of, responses to, and reporting of incidents of bullying; and

5. The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

A district shall annually provide or make available information on these programs to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

Education Code 37.218

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Discipline Management Program

Each school district shall adopt and implement a discipline management program to be included in the district improvement plan under Education Code 11.252. [See BQ] The program must provide for prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles. *Education Code 37.083(a)*

Purpose

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.

General Guidelines

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, or obscene.
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF(LEGAL).

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and with the student dress code outlined in the student handbook.

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series]

Membership and Solicitation

Misdemeanor Offense

A person commits a Class C misdemeanor if the person:

1. Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
2. Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged.

Education Code 37.121(a), (c)

Public School Fraternity, Sorority, Secret Society, or Gang

A "public school fraternity, sorority, secret society, or gang" means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities. *Education Code 37.121(d)*

DAEP Placement

A board or an educator shall recommend placing in a disciplinary alternative education program any student who commits the offenses described above. *Education Code 37.121(b)*

Felony Offense

A person commits a felony if the person, with intent to coerce, induce, or solicit a child to actively participate in the activities of a criminal street gang, threatens the child or a member of the child's family with imminent bodily injury or causes the child or a member of the child's family bodily injury. *Penal Code 71.022*

Personal Hazing Offense

A person commits an offense if the person:

1. Engages in hazing.
2. Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing.
3. Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to a principal, superintendent, or designee.

Education Code 37.152(a)

Definitions

Hazing

"Hazing" means any intentional, knowing, or reckless act occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization if the act:

1. Is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, other than as described by item 5, below, that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
4. Is any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code; or
5. Involves coercing, as defined by Penal Code 1.07, the student to consume:
    a. A drug; or
    b. An alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Penal Code 49.01.

Education Code 37.151(6)

Educational Institution

"Educational institution" for purposes of this policy includes a public high school.

Student

"Student" means any person who:

1. Is registered in or in attendance at an educational institution;
2. Has been accepted for admission at the educational institution where the hazing incident occurs; or
3. Intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.

Organization	"Organization" means a fraternity, sorority, association, corporation, order, society, corps, club, or student government, a band or musical group or an academic, athletic, cheerleading, or dance team, including any group or team that participates in National Collegiate Athletic Association competition, or a service, social, or similar group, whose members are primarily students. *Education Code 37.151*
Information Regarding Gang-Free Zones	A superintendent shall ensure that the student handbook for each campus includes information on gang-free zones and the consequences of engaging in organized criminal activity within those zones. *Education Code 37.110*

Definition

A "paging device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The term does not include an amateur radio under the control of an operator who holds an amateur radio station license issued by the Federal Communications Commission.

Paging Devices Policy

A board may adopt a policy prohibiting students from possessing paging devices while on school property or while attending school-sponsored or school-related activities on or off school property.

Penalties

The policy may establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the paging device.

Disposal

A district policy may provide for:

1. Disposal of a confiscated paging device in any reasonable manner, provided the student's parent and the paging company whose name and address appear on the device are given 30 days' notice of the intent to dispose of the device. Such notice may be made by telephone, telegraph, or in writing, and must include the serial number of the device.
2. Charging the owner of the device or the student's parent an administrative fee of not more than $15 before it releases the device.

Education Code 37.082

Calculator Application

A district shall permit a student enrolled in a course that requires the student to use a graphing calculator to use a calculator application on a computing device, including a personal, laptop, or tablet computer, that provides the same functionality, unless the district makes available to the student a graphing calculator at no cost to the student.

A district may adopt policies related to student use of a computing device for purposes of a calculator application. To the extent Education Code 25.904 conflicts with Education Code 37.082 [see Paging Devices Policy, above], Education Code 25.904 prevails.

Education Code 25.904

Alcohol

A board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. *Education Code 38.007(a)*

Alcohol-Free Zones

A board shall attempt to provide a safe alcohol-free environment to students coming to or going from school.

Cooperative Efforts

A board may cooperate with local law enforcement officials and the Texas Alcoholic Beverage Commission in attempting to provide this environment and in enforcing the alcohol-free zone provisions in the Alcoholic Beverage Code.

Education Code 38.007(b)

Districts in Large Municipalities

If the majority of the area of a district is located in a municipality with a population of 900,000 or more, the board may petition the commissioners court of the county in which the district is located or the governing board of an incorporated city or town in which the district is located to adopt a 1,000-foot alcohol-free zone. *Education Code 38.007(b); Alcoholic Beverage Code 101.75, 109.33, .59*

Criminal Offense

A person commits an offense (a Class C misdemeanor) if the person possesses an intoxicating beverage for consumption, sale, or distribution while:

1. On the grounds or in a building of a public school; or
2. Entering or inside any enclosure, field, or stadium where an athletic event sponsored or participated in by a public school is being held.

Education Code 37.122

Drug-Free Zones

The punishment is enhanced for offenses under the Texas Controlled Substances Act, Health and Safety Code, Chapter 481, if the offense was committed:

1. In, on, or within 1,000 feet of any real property that is owned, rented, or leased to a school district or a playground; or
2. On a school bus.

Health and Safety Code 481.134(d)(1)–(2)

Abusable Volatile Chemicals

A person commits an offense (Class B misdemeanor) if the person inhales, ingests, applies, uses, or possesses an abusable volatile chemical with intent to inhale, ingest, apply, or use the chemical in a manner:

1. Contrary to directions for use, cautions, or warnings appearing on a label of a container of the chemical; and

2. Designed to affect the person's central nervous system; create or induce a condition of intoxication, hallucination, or elation; or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

Health and Safety Code 485.031(a)–(b)

Delivery to a Minor

A person commits an offense if the person knowingly delivers an abusable volatile chemical to a person who is younger than 18 years of age. *Health and Safety Code 485.032*

Paraphernalia

A person commits an offense (Class B misdemeanor) if the person knowingly uses or possesses with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable volatile chemical.

A person commits an offense (Class A misdemeanor) if the person delivers or sells, possesses with intent to deliver or sell, or manufactures with intent to deliver or sell, inhalant paraphernalia, and at that time knows that the person who receives or is intended to receive the paraphernalia intends that it be used to inhale, ingest, apply, use, or otherwise introduce into the body an abusable volatile chemical.

Health and Safety Code 485.033

Note: For disciplinary consequences associated with the offenses above, see FOC and FOD.

Steroid Law Notice

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted the following notice:

Anabolic steroids are for medical use only. State law prohibits possession, dispensing, delivery, or administering an anabolic steroid in any manner not allowed by state law. State law provides that body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Criminal Justice.

Education Code 38.008

Possession of Weapons

Expulsion Offense

A student shall be expelled from school if the student engages in conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02, or elements of an offense relating to prohibited weapons under Penal Code 46.05, on school property or while attending a school-sponsored or school-related activity on or off school property. *Education Code 37.007(a)(1)* [See also FOD]

Exception

A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

1. At an approved target range facility that is not located on a school campus; and
2. While participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

This section does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity.

Education Code 37.007(k)

Federal Firearms Provision

Expulsion Offense

In accordance with the Gun-Free Schools Act, a district shall expel a student who brings a firearm, as defined by federal law, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that the superintendent may modify in writing the length of expulsion in the case of an individual student.

"School" Defined

For expulsion under this provision, "school" means any setting that is under the control and supervision of a district for the purpose of student activities approved and authorized by the district.

20 U.S.C. 7961; Education Code 37.007(e) [See FOD]

Exception

This provision shall not apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the district and the district adopts appropriate safeguards to ensure student safety. *20 U.S.C. 7961(g)* [See also DH and GKA]

Unlawful Carrying of Weapons

A person commits an offense if the person:

Handgun

1. Intentionally, knowingly, or recklessly carries on or about his or her person a handgun;

2. At the time of the offense is younger than 21 years of age or has been convicted of certain offenses described in Penal Code 46.02(a); and

3. Is not on the person's own premises or premises under the person's control; or inside of or directly en route to a motor vehicle that is owned by the person or under the person's control.

Penal Code 46.02(a)

Location-Restricted Knife

A person commits an offense if the person:

1. Intentionally, knowingly, or recklessly carries on or about his or her person a location-restricted knife;

2. Is younger than 18 years of age at the time; and

3. Is not:

   a. On the person's own premises or premises under the person's control;

   b. Inside of or directly en route to a motor vehicle that is owned by the person or under the person's control; or

   c. Under the direct supervision of a parent or legal guardian of the person.

Penal Code 46.02(a-4)

Additional Handgun Offenses

A person commits an offense if the person carries a handgun in violation of Penal Code 46.02(a-5)–(a-7). *Penal Code 46.02*

Definitions

Firearm

For purposes of state law, “handgun” means any firearm that is designed, made, or adapted to be fired with one hand. A “firearm” means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. *Penal Code 46.01(3),(5)*

Location-Restricted Knife

“Location-restricted knife” means a knife with a blade over 5-1/2 inches. *Penal Code 46.01(6)*

Prohibited Weapons

Under Penal Code 46.05, a person commits an offense if the person intentionally or knowingly possesses, manufactures, transports, repairs, or sells:

1. An explosive weapon (any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or sub-

stantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon). *Penal Code 46.01(2)*

2. A machine gun (any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger). *Penal Code 46.01(9)*

3. A short-barrel firearm (rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches). *Penal Code 46.01(10)*

4. Armor-piercing ammunition (handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers). *Penal Code 46.01(12)*

5. A chemical dispensing device (a device, other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a chemical capable of causing an adverse psychological or physiological effect on a human being). *Penal Code 46.01(14)*

6. A zip gun (a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance). *Penal Code 46.01(16)*

7. A tire deflation device (a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires; it does not include a traffic control device that is designed to puncture one or more of a vehicle's tires when driven over in a specific direction, and has a clearly visible sign posted in close proximity to the traffic control device that prohibits entry or warns motor vehicle operators of the traffic control device). *Penal Code 46.01(17)*

8. An improvised explosive device (a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components. It does not include unassembled components that can be legally purchased and possessed without a license, permit, or other governmental

approval; or an exploding target that is used for firearms practice, sold in kit form, and contains the components of a binary explosive. *Penal Code 46.01(19)*

A person does not commit an offense if an item is listed at items 1–3, above, and is registered in the National Firearms Registration and Transfer Record maintained by the Bureau of Alcohol, Tobacco, Firearms and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the United States Department of Justice.

Penal Code 46.05(a)

Searches of Students

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Coercion, either expressed or implied, such as threatening to contact parents or police, invalidates apparent consent. *U.S. Const., Amend. 4.; New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733 (1985); Jones v. Latexo Indep. Sch. Dist., 499 F.Supp. 223 (1980)*

A search is reasonable if it meets both of the following criteria:

1. The action is justified at the inception; i.e., the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation.
2. The scope of the search is reasonably related to the circumstances that justified the search in the first place; i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733 (1985)

Intrusive Searches

A search of a student's underwear is impermissibly intrusive unless the school officials reasonably suspect either that the object of the search is dangerous or that it is likely to be hidden in the student's underwear. *Safford Unified Sch. Dist. v. Redding, 557 U.S. 364 (2009), Littell v. Houston Indep. Sch. Dist., 894 F.3d 616 (2018)*

Random Drug Testing

Whether a particular search is reasonable is judged by balancing its intrusion on the individual's Fourth Amendment interests against its promotion of legitimate governmental interests. Thus, the reasonableness of a random student drug-testing policy is determined by balancing the following factors:

1. The nature of the privacy interest compromised by the drug-testing policy.
2. The character of the intrusion imposed by the drug-testing policy.
3. The nature and immediacy of the governmental interests involved and the efficacy of the drug-testing policy for meeting them.

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646, 115 S.Ct. 2386 (1995) (upholding a policy requiring urinalysis drug testing as a condition of participating in athletics); Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 122 S.Ct. 2559

(2002) (upholding a policy requiring urinalysis drug testing as a condition of participating in competitive extracurricular activities)

Searches of Telecommunications/ Electronic Devices

A person is prohibited from obtaining, altering, or preventing authorized access to a wire or electronic communication while it is in electronic storage by:

1. Intentionally accessing without authorization a facility through which an electronic communication service is provided; or
2. Intentionally exceeding an authorization to access that facility.

Exceptions

This section does not apply with respect to conduct authorized:

1. By the person or entity providing a wire or electronic communications service;
2. By a user of that service with respect to a communication of or intended for that user; or
3. By sections 18 U.S.C. 2703, 2704, or 2518.

18 U.S.C. 2701(a), (c)

Electronic Communication

"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system that affects interstate or foreign commerce. *18 U.S.C. 2510(12)*

Electronic Storage

"Electronic storage" means:

1. Any temporary, intermediate storage of a wire or electronic communication incidental to the electronic transmission thereof; and
2. Any storage of such communication by an electronic communication service for purposes of backup protection of such communication.

18 U.S.C. 2510(17)

Messages that have been sent to a person, but not yet opened, are in temporary, intermediate storage and are considered to be in electronic storage. *See* Steve Jackson Games, Inc. v. United States Secret Service, 36 F.3d 457 (5th Cir. 1994). Electronic communications that are opened and stored separately from the provider are considered to be in post-transmission storage, not electronic storage. *See* Fraser v. Nationwide Mut. Ins. Co., 352 F.3d 107 (3d Cir. 2004).

By Law Enforcement

A peace officer may not search a person's cellular telephone or other wireless communications device, pursuant to a lawful arrest of the person, without obtaining a warrant under Code of Criminal Procedure 18.0215.

A peace officer may search a cellular telephone or other wireless communications device without a warrant if:

1. The owner or possessor of the telephone or device consents to the search;
2. The telephone or device is reported stolen by the owner or possessor; or
3. The officer reasonably believes that:
    a. The telephone or device is in the possession of a fugitive from justice for whom an arrest warrant has been issued for committing a felony offense; or
    b. There exists an immediate life-threatening situation, as defined by Code of Criminal Procedure 18A.201.

Code of Crim. Proc. 18.0215

Use of Trained Dogs

Trained dogs' sniffing of cars and lockers does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker or car provides reasonable cause for a search of the locker or car if the dog is reasonably reliable in indicating that contraband is currently present. A district need not show that the dog is infallible or even that it is reliable enough to give probable cause.

Trained dogs' sniffing of students does constitute a search and requires individualized reasonable suspicion.

Horton v. Goose Creek Indep. Sch. Dist., 690 F.2d 470 (5th Cir. 1982)

Interrogations

By School Officials

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

By Police or Other Authorities

For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA(LOCAL).

Lockers and Vehicles

Students have full responsibility for the security of their lockers and for vehicles parked on school property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by District policy in lockers or in vehicles parked on school property.

School officials may search lockers or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials.

Use of Trained Dogs

The District shall use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug- and alcohol-related problems in District schools, with the objective of maintaining a safe school environment conducive to education.

Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

Notice

At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above, and shall specifically notify students that:

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked on school property may be sniffed by trained dogs at any time.

3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.

4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

Parent Notification

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.

Random Drug Testing of Students

The District's random drug-testing program is offered as a proactive deterrent to student substance abuse. The purpose of the program is threefold:

1. To provide for the health and safety of students.

2. To undermine the effects of peer pressure by providing a legitimate reason for students to refuse illegal use of drugs.

3. To encourage students who use drugs to participate in drug-treatment programs.

Mandatory Participation

In order to participate in extracurricular activities and/or drive any motorized vehicles on campus, students in grades 7–12 shall be included in the District's random drug-testing program.

Definition of Extracurricular

An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the Board, or an organization sanctioned by resolution of the Board. The activity is not necessarily related to instruction of the essential knowledge and skills but may be indirectly related to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in paragraph 2 below.

1. In addition, an activity shall be subject to this policy and considered to be extracurricular if any one of the following criteria apply:

    a. The activity is competitive;

    b. The activity is held in conjunction with another activity that is considered to be extracurricular;

    c. The activity is held off campus, except in a case in which adequate facilities do not exist on campus;

    d. The general public is invited;

e. The activity is the result of being elected or appointed to a position of leadership or honor; or

f. An admission is charged.

Definition of Cocurricular

2. Students who must participate in cocurricular activities are not subject to the terms of this program. An activity is considered to be cocurricular if it is the result of being enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, subject to the following requirements and limitations:

a. Only the criterion listed in paragraph 1.d. above applies to the performance.

b. The requirement for student participation in public is stated in the essential knowledge and skills of the course.

Definition of Student Driver

A student driver, for purposes of this policy, is any student who drives any motorized vehicle on a District campus.

Participation Agreement / Consent

A student participating in extracurricular activities shall provide the campus principal or principal's designee with a properly completed District random drug-testing program participation agreement and consent form before the student is eligible to practice or participate in any extracurricular program, including off-season training. If the student is under the age of 18, the student's parent(s) or legally ordered guardian(s) shall also sign the form.

Prior to the first day a student drives a vehicle on a District campus, the student driver shall provide the campus principal or principal's designee with a properly completed District random drug-testing program participation agreement and consent form. If the student is under the age of 18, the student's parent(s) or legally ordered guardian(s) shall also sign the form.

One form shall be required for the period of time that the student is in grades 7–12. Only one form shall be required for a student regardless of the number of school activities in which he or she participates.

Voluntary Participation

A student who does not participate in any extracurricular activity or is not a student driver may request to participate voluntarily in the random drug-testing program. Before voluntary participation is approved, the student must submit a properly completed District random drug-testing program participation agreement and consent form to the campus principal or principal's designee. If the student is under the age of 18, the student's parent(s) or legally ordered guardian(s) shall also sign the form.

Students suspended from extracurricular activity participation and/or driving a vehicle on campus in accordance with this policy may voluntarily participate in the random drug-testing program.

At any time, upon written request, a student participating on a voluntary basis may withdraw from the random drug-testing program without consequence.

Drugs for Which Students May Be Tested

Students may be tested for use of:

1. Drugs that an individual may not buy, possess, or use without a prescription, or sell or distribute under either federal or Texas law. Such drugs include, but are not limited to, marijuana, cocaine, opiates, amphetamines, methaqualone, benzodiazepines, phencyclidine, methadone, barbiturates, and propoxyphene.
2. All prescription drugs upon reasonable suspicion that they were obtained without authorization.
3. All prescription and over-the-counter drugs upon reasonable suspicion that they are being used in an abusive manner.
4. Performance-enhancing drugs.

Testing Procedures

Random drug testing shall be conducted in the District by an independent laboratory that is certified by the Substance Abuse and Mental Health Services Administration and approved by the Board.

Each participating student shall be assigned a number, and numbers shall be randomly drawn from the pool of those agreeing to be tested. The selection of participants to be tested shall be done utilizing random number generating software. Selections shall be made from time to time throughout the school year and testing may occur on any academic day.

No student shall be given advance notice or early warning of the testing. In addition, a strict chain of custody of the specimens obtained shall be enforced to eliminate invalid tests or outside influences.

Urinalysis shall be employed, at the sole discretion of the District, to conduct random drug testing of students. Students shall complete, sign, and date any form that may be required for testing.

A certified medical review officer (MRO) affiliated with the independent laboratory shall interpret and evaluate all drug test results.

If the initial test result is contested, another Board-approved independent laboratory shall test a split portion of the original specimen.

When a student's test result indicates the presence of an illegal drug or substance prohibited by the District, or the MRO rules the specimen adulterated, the result shall be considered positive.

The Superintendent's designee shall be notified of all positive test results and sanctions consistent with this policy shall be imposed.

Use of Results

Drug test results shall be used only to determine eligibility for participation in extracurricular activities and driving a motorized vehicle on campus. Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties.

Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

Confidentiality

Drug test results shall be confidential and shall be disclosed only to the student, the student's parent(s) or guardian(s), and designated District officials who need the information in order to administer the drug-testing program. Drug test results shall not be maintained with a student's academic record. Results shall not be otherwise disclosed except as required by law.

Sanctions

First Offense

After one positive test result, a student shall be suspended from participation in extracurricular activities and/or driving a vehicle on campus for 30 academic days.

To be eligible to resume extracurricular activity participation and/or driving a vehicle on campus, a student shall:

1. Participate in follow-up drug testing provided by the District and must test negative each time tested. Frequency of follow-up testing is at the discretion of the District.
2. Participate in a program of substance abuse counseling conducted by a certified chemical dependency counselor approved by the Board's designee.

Second Offense

After a second positive test result, a student shall be suspended from participation in extracurricular activities and/or driving a vehicle on campus for 120 consecutive academic days.

To be eligible to resume extracurricular activity participation and/or drive a vehicle on campus after the period of suspension, a student shall:

1. Participate in follow-up drug testing provided by the District and must test negative each time tested. Frequency of follow-up testing is at the discretion of the District.

2. Participate in a program of substance abuse counseling conducted by a certified chemical dependency counselor approved by the Board's designee.

Subsequent Offense

For subsequent offenses, a student shall be suspended from participation in extracurricular activities and/or driving a vehicle on campus for 180 consecutive academic days.

To be eligible to resume extracurricular activity participation and/or drive a vehicle on campus after the period of suspension, a student shall:

1. Participate in follow-up drug testing provided by the District and must test negative each time tested. Frequency of the follow-up testing is at the discretion of the District.

2. Participate in a program of substance abuse counseling conducted by a certified chemical dependency counselor approved by the Board's designee.

Refusal to Be Tested or to Attend Counseling

If the student refuses to be tested or participate in counseling as required, the student shall be withdrawn from the program until he or she complies with the provisions of this policy.

Appeal

A student may appeal a suspension under this policy in accordance with FNG(LOCAL). The student shall remain suspended during the appeal process.

Note: The Board has adopted an innovation plan[1] that affects application of provisions in this legally referenced policy.

Student Code of Conduct

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.
2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
    a. Self-defense;
    b. Intent or lack of intent at the time the student engaged in the conduct;
    c. A student's disciplinary history;
    d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
    e. A student's status in the conservatorship of the Department of Family and Protective Services; or
    f. A student's status as a student who is homeless.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.

6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.

7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See FFI] "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:

   a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;

   b. Disciplining students; and

   c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

Education Code 37.001(a)–(b-1), (e)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC	Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.
Posting	The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal. *Education Code 37.001(b-1)–(c)*
Notice to Parents	Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. *Education Code 37.001(d)*
Noncustodial Parent	A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. *Education Code 37.0091*
Copies to Staff	The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. *Education Code 37.018*
Campus Behavior Coordinator	A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.
Duties	The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.
Notice to Parents	The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer. A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort

to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

Education Code 37.0012

Website Requirement

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

Education Code 26.015

No Unsupervised Setting

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

Continuation of Disciplinary Action

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

"Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

"District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

Education Code 37.022

Opportunity to Complete Courses

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

Alternative Means to Receive Coursework

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Law Enforcement Duties

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g)

[For information on seclusion involving students in special education, see FOF.]

Restraint Reports

A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body. *Education Code 37.0021(b)(1)*

[For information on restraint involving students in special education, see FOF.]

Corporal Punishment

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*

Parent Statement

To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. *Education Code 37.0011(c)–(d)*

Definition

"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use

of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a*)

Use of Force to Maintain Discipline

The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

Aversive Techniques

A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.

"Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that:

1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];
2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;
3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;
4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;
5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;
7. Impairs the student's breathing, including any procedure that involves:
    a. Applying pressure to the student's torso or neck; or

b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;

8. Restricts the student's circulation;

9. Secures the student to a stationary object while the student is in a sitting or standing position;

10. Inhibits, reduces, or hinders the student's ability to communicate;

11. Involves the use of a chemical restraint;

12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or

13. Except as provided below, deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a)–(b)

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or

2. Complies with the student's individualized education program or behavior intervention plan.

Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

Education Code 37.0023(c)–(d)

Videotapes and Recordings

A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

Teacher Documentation

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher

on the basis of the submitted documentation. *Education Code 37.002(b-1)*

Reports

Disciplinary Alternative Education Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
    a. Conduct violating the Student Code of Conduct;
    b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
    c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
    d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the expulsion was based on:
    a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
    b. Conduct for which expulsion is permitted;
3. The number of full or partial days the student was expelled;
4. Information indicating whether:

a. The student was placed in a JJAEP;

b. The student was placed in a DAEP; or

c. The student was not placed in a JJAEP or other alternative education program; and

5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;

2. Information indicating the basis for the suspension;

3. The number of full or partial days the student was suspended; and

4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

Education Code 37.020

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[1] Innovation Plan: https://www.nederland.k12.tx.us/

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Campus Behavior Coordinators

In accordance with the District's innovation plan, the District is exempt from the state law requiring that a single person at each campus be designated to serve as the campus behavior coordinator (CBC). The Superintendent or designee shall designate appropriate campus administrators to serve as CBCs. Each CBC shall comply with the duties and responsibilities of a CBC defined in state law and District policy.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

"Parent" Defined

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
    a. The seriousness of the offense;
    b. The student's age;
    c. The frequency of misconduct;
    d. The student's attitude;
    e. The potential effect of the misconduct on the school environment;
    f. Requirements of Chapter 37 of the Education Code; and
    g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with

his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal or designee.
3. Corporal punishment shall be administered only by an employee who is the same sex as the student.
4. The instrument to be used in administering corporal punishment shall be approved by the principal.
5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

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[1] Innovation Plan: https://www.nederland.k12.tx.us/

Mandatory Removal by a Teacher

A teacher shall remove from class and send to the principal for placement in a disciplinary alternative education program (DAEP) or expulsion, as appropriate, a student who engages in conduct described in Education Code 37.006 (removal) or 37.007 (expulsion). [See FOC and FOD] *Education Code 37.002(d)*

Routine Referral

A teacher may send a student to the campus behavior coordinator's (CBC) office to maintain effective discipline in the classroom. The CBC shall respond by employing appropriate discipline management techniques, consistent with the Student Code of Conduct that can reasonably be expected to improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the CBC shall employ alternative discipline management techniques, including any progressive interventions designated as the responsibility of the CBC in the Student Code of Conduct. *Education Code 37.002(a)* [See FO]

Discretionary Removal

A teacher may remove from class a student:

1. Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

Education Code 37.002(b)

Reporting Classroom Removals

A student who is sent to the campus behavior coordinator's or other administrator's office under a routine referral or a discretionary removal, as described above, is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law. *Education Code 37.002(e)*

[See DNA for information about teacher evaluations and disciplinary referrals.]

Placement of Student

If a teacher removes a student from class under the provisions above, the principal may place the student in another appropriate classroom, in-school suspension, or DAEP [see FOC]. *Education Code 37.002(c)*

Conference by Third Day Required

Not later than the third class day after the day on which a student is removed from class by the teacher under the above provision or by the school principal or other appropriate administrator under the

Student Code of Conduct, the campus behavior coordinator or other appropriate administrator shall schedule a conference among the campus behavior coordinator or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the campus behavior coordinator, after consideration of the mitigating factors (see below), shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeals

If district policy allows a student to appeal to the board or the board's designee, a decision of the campus behavior coordinator or other appropriate administrator, other than an expulsion under Section 37.007, the decision of the board or the board's designee is final and may not be appealed.

Placement Length

The period of the placement may not exceed one year unless, after a review, the district determines that the student is a threat to the safety of other students or to district employees. The student may not be returned to the regular class pending the required conference.

Education Code 37.009(a)

Mitigating Factors

The CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. *Education Code 37.009(a)*

[See Student Code of Conduct, item 4, at FO(LEGAL) for mitigating factors.]

Prohibitions on Activities

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.002(c)*

Note: A power granted to a campus principal under Education Code Chapter 37, Subchapter A may be exercised by the CBC.

Return to Class

The principal may not return the student to the class of the teacher who removed the student without the teacher's consent, unless the placement review committee determines that such placement is the best or only alternative available.

If the teacher removed the student from class because the student engaged in the elements of an offense listed in Education Code 37.006(a)(2)(B) or 37.007(a)(2)(A) or (b)(2)(C) (assault, sexual assault, assault against a district employee or volunteer) against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent.

Education Code 37.002(c), (d)

Placement Review Committee

Each school shall establish a three-member committee to determine the placement of a student when a teacher refuses the return of a student to the teacher's class. The committee shall make recommendations to the district regarding readmission of expelled students.

Composition

Committee members shall be appointed as follows:

1. Campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and
2. The principal shall choose one member from the professional staff of a campus.

The teacher refusing to readmit the student may not serve on the committee.

Education Code 37.003

Removal by School Bus Driver

The driver of a school bus transporting students to or from school or a school-sponsored or school-related activity may send a student to the principal's office to maintain effective discipline on the school bus.

The principal shall respond by employing appropriate discipline management techniques consistent with the Student Code of Conduct.

Education Code 37.0022

Note: See FOF for provisions concerning students with disabilities.

Suspension Authorized

The principal or other appropriate administrator may suspend a student who engages in conduct identified in the Student Code of Conduct as conduct for which a student may be suspended. *Education Code 37.005(a)*

Maximum Length

A suspension may not exceed three school days. *Education Code 37.005(b)*

[See FO for provisions regarding coursework to students in suspension.]

Students Below Grade 3

A student who is enrolled in a grade level below grade 3 may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;
2. Conduct that contains the elements of a violent offense related under Penal Code 22.01, 22.011, 22.02, 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
    a. Marihuana or a controlled substance, as defined by Health and Safety Code Chapter 481, or by 21 U.S.C. Section 801 et seq.;
    b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
    c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

Education Code 37.005(c)

Students Who Are Homeless

A district may not place a student who is homeless in out-of-school suspension unless the student engages in conduct described at items 1–3, above, while on school property or while attending a school-sponsored or school-related activity on or off of school property. The campus behavior coordinator may coordinate with the district's homeless education liaison to identify appropriate alternatives to out-of-school suspension for a student who is homeless. In Education Code 37.005(d), "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a. *Education Code 37.005(d)*

Positive Behavior Program

A district may develop and implement a program, in consultation with campus behavior coordinators employed by the district [see FO] and representatives of a regional education service center,

that provides a disciplinary alternative for a student enrolled in a grade level below grade 3 who engages in conduct described by Education Code 37.005(a) [at Suspension Authorized, above] and is not subject to 37.005(c) [at Students below Grade 3, above]. The program must:

1. Be age-appropriate and research-based;
2. Provide models for positive behavior;
3. Promote a positive school environment;
4. Provide alternative disciplinary courses of action that do not rely on the use of in-school suspension, out-of-school suspension, or placement in a disciplinary alternative education program to manage student behavior; and
5. Provide behavior management strategies including:
    a. Positive behavioral intervention and support;
    b. Trauma-informed practices;
    c. Social and emotional learning;
    d. A referral for services, as necessary; and
    e. Restorative practices.

A district may annually conduct training for district staff on the program adopted.

Education Code 37.0013

Removal Under Student Code of Conduct

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

Mandatory Placement in DAEP

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement. *Education Code 37.006*

School-Related Misconduct

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
    a. Marijuana or a controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq.;
    b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
5. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
6. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
7. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

8. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception — Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation — Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated to School — In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;

2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

Education Code 37.006(c)

Reasonable Belief — In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies — The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
    a. The person restrained was younger than 17 years of age; or
    b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*
12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*

21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
    a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
    b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place if the prevention or interruption causes pecuniary loss of $1,500 or more to the owner;
    c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
    d. Place the public or a substantial group of the public in fear of serious bodily injury; or
    e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*
28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*
29. Tampering with Consumer Product. *Penal Code 22.09*
30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;
2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and
3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal

Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and
2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)–(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

One Year After Conduct

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

Certain Organization and Gang Membership and Solicitation

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the district shall revoke the student's admission. *Education Code 25.001(b-1)*

Placement of Younger Students

A student who is younger than ten shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f), .007(e)* [See FOD]

Students Younger Than Six

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. *Education Code 37.006(l), .007(e)(2)*

Process for Removal

Conference

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the re-

moval, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal to a DAEP, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

Beyond End of School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

Completion of Proceedings Upon Withdrawal

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

Enrollment in Another District

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
    a. The out-of-state district provides a copy of the placement order; and
    b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

Out-of-State Placement

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

1. The student is a threat to the safety of other students or to district employees; or

2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;

2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)–(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

Not Guilty/ Insufficient Evidence/Charges Dropped

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or

2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)–(j)

120-Day Review of Status

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by

Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

Additional Proceedings

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

Note: See FOF for provisions concerning students with disabilities.

Students Younger Than Ten

A student younger than ten years of age shall not be expelled but shall be placed in a disciplinary alternative education program (DAEP). *Education Code 37.007(e)(2), (h)*

Overage Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a juvenile justice alternative education program (JJAEP) if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, a district shall revoke the student's admission. *Education Code 25.001(b-1)*

Mandatory Expulsion

School Related

A student shall be expelled if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Engages in conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02 or elements of an offense relating to prohibited weapons under Penal Code 46.05 [see FNCG];

2. Engages in conduct that contains the elements of the offense of aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a young child or disabled individual, as those offenses are defined in the Penal Code; or

3. Commits a drug- or alcohol-related offense described at Education Code 37.006(a)(2)(C) or (D), if that conduct is punishable as a felony.

Education Code 37.007(a)

Exception

A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

1. At an approved target range facility that is not located on a school campus; and

2. While participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

This section does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored

shooting sports competition or a shooting sports educational activity.

Education Code 37.007(k), (l)

Retaliation

A district shall expel a student who engages in conduct that contains the elements of any offense listed above against any district employee or volunteer in retaliation for or as a result of the person's employment or association with a district, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off of school property. *Education Code 37.007(d)*

Federal Firearms Offense

In accordance with the Gun-Free Schools Act, a district shall expel a student who brings a firearm, as defined by federal law, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that the superintendent may modify in writing the length of expulsion in the case of an individual student.

Exception

This provision shall not apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the district and the district adopts appropriate safeguards to ensure student safety. [See also GKA].

Provision of Educational Services

A district or other local educational agency shall provide educational services to an expelled student in a DAEP if the student is younger than ten years of age on the date of expulsion. A district or other local educational agency may provide educational services to an expelled student who is ten years of age or older in a DAEP.

20 U.S.C. 7961; Education Code 37.007(e)

Definitions

For purposes of this provision:

School

"School" means any setting that is under the control and supervision of a district for the purpose of student activities approved and authorized by the district. *20 U.S.C. 7961(f)*

Firearm

"Firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket hav-

ing a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921, 20 U.S.C. 7961(b)(3)

Discretionary Expulsion

Threats

A student may be expelled if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

School-Related Conduct

A student may be expelled if the student, while on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

1. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of:
    a. Marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. section 801 et seq.; or
    b. A dangerous drug, as defined by Chapter 483, Health and Safety Code; or
    c. An alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.
2. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031–485.034.
3. Engages in conduct that contains the elements of an offense under Penal Code 22.01(a)(1) against a school district employee, or a volunteer as defined by Education Code 22.053.
4. Engages in conduct that contains the elements of the offense of deadly conduct under Penal Code 22.05.

Education Code 37.007(b)(1)–(2)

Conduct Within 300 Feet of School

Subject to the mandatory expulsion requirement for retaliation, a student may be expelled if the student, while within 300 feet of school property, as measured from any point on the school's real property boundary line, engages in the following conduct:

1. Any conduct for which expulsion would have been mandatory under Education Code 37.007(a) [see Mandatory Expulsion—School Related, above]; or
2. Possession of a firearm, as defined by 18 U.S.C. sec. 921 [see Federal Firearm Provision, above].

Education Code 37.007(b)(3)

Retaliation Against School Employee or Volunteer

A student may be expelled if the student engages in an assault, under Penal Code 22.01(a)(1), on an employee or volunteer in retaliation for or as a result of the person's employment or association with a district, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property. *Education Code 37.007(d)*

Conduct Against Another Student

A student may be expelled if the student engages in conduct against another student that contains the elements of the offenses of aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit capital murder, or aggravated robbery, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property. *Education Code 37.007(b)(4)*

Bullying

A student may be removed from class and expelled if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

Criminal Mischief

A district may use its discretion to expel a student who has engaged in conduct that contains the elements of criminal mischief, as defined in the Penal Code, if the conduct is punishable as a felony. Regardless of whether the student is expelled, a district shall refer the student to the authorized officer of the juvenile court. *Education Code 37.007(f)*

Breach of Computer Security

A student may be expelled if the student engages in conduct that contains the elements of the offense of breach of computer security under Penal Code 33.02 if:

1. The conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and
2. The student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Education Code 37.007(b)(5)

Serious Misbehavior in DAEP

A student placed in a DAEP who engages in documented serious misbehavior while on the DAEP campus despite documented behavioral interventions may be removed from class and expelled.

“Serious misbehavior” means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Personal hazing under Education Code 37.152; or
    e. Harassment, under Penal Code 42.07(a)(1), of a student or district employee.

If the student is expelled, a board or its designee shall refer the student to the authorized officer of the juvenile court for appropriate proceedings under Family Code Title 3 (Juvenile Justice Code).

Education Code 37.007(c), .010(b)

Property or Activities of Another District

A district may expel a student who attends school in the district if:

1. The student engages in conduct for which expulsion would have been mandatory if the conduct had occurred on district property or while attending a district-sponsored or district-related activity; and

2. The student engages in that conduct on the property of another district or while attending a school-sponsored or school-related activity of another district in this state.

Education Code 37.007(i)

Expulsion Proceedings

Due Process

Before a student may be expelled, a board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and which the student's parent or guardian is invited, in writing, to attend. *Education Code 37.009(f)*

The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

[See also *Brewer v. Austin Indep. Sch. Dist.*, 779 F.2d 260 (5th Cir. 1985); *Keough v. Tate County Bd. of Educ.*, 748 F.2d 1077 (5th Cir. 1984); *McClain v. Lafayette County Sch. Bd. of Educ.*, 673 F.2d 106 (5th Cir. 1982); *Tasby v. Estes*, 643 F.2d 1103 (5th Cir. 1981); *Boykins v. Fairfield Bd. of Educ.*, 492 F.2d 697 (5th Cir. 1974), cert. denied, 420 US 962 (1975); *Dixon v. Alabama State Bd. of Educ.*, 294 F.2d 150 (5th Cir. 1961), cert. denied, 368 U.S. 930 (1961)]

Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance

to the student and who is not an employee of the district. If a district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Mitigating Factors

Before ordering the expulsion of a student, the board or the board's designee must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the board concerns a mandatory or discretionary action. [See Student Code of Conduct, item 4, at FO(LEGAL) for mitigating factors.]

Appeal

If the decision to expel a student is made by the board's designee, the decision may be appealed to the board. The decision of the board may be appealed by trial de novo to a district court of the county in which the district's central administrative office is located.

Education Code 37.009(f)

Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

Beyond One Year

The period of expulsion may not exceed one year unless a district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.009(h)

Notice of Expulsion Order

A board or its designee shall deliver a copy of the order expelling the student to the student and the student's parent or guardian. After such notification, the parent or guardian shall provide adequate supervision for the student during the period of expulsion. *Education Code 37.009(g)–(h)*

To Parent or Guardian

To Court

Not later than the second business day after the date an expulsion hearing is held, a board or its designee shall deliver a copy of the expulsion order and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the student resides.

Family Code 52.04 requires the following information from a referring entity that is not a law enforcement agency or has not taken the child into custody:

1. All information in a district's possession pertaining to the identity of the child and the child's address; the name and address of the child's parent, guardian, or custodian; the names and addresses of any witnesses; and the child's present whereabouts; and

2. A complete statement of the circumstances of the alleged delinquent conduct or conduct indicating a need for supervision.

Education Code 37.010(a); Family Code 52.04(a), .041(a)–(b)

To Juvenile Board

In a county that operates a JJAEP [see FODA], no student shall be expelled without written notification by a board or its designee to the juvenile board's designated representative. The notification shall be made not later than two business days following a board's determination that the student is to be expelled. Failure to timely notify the designated representative shall result in the child's duty to continue attending a district's educational program, which shall be provided to that child until such time as the notification to the designated representative is properly made. *Family Code 52.041*

To Staff

In addition to providing any notice required under Code of Criminal Procedure 15.27 [see GRA], a district shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in expellable conduct.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.007(g)

Completion of Proceeding Upon Withdrawal

If a student withdraws from a district before an order for expulsion is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student subsequently enrolls in the district during the same or subsequent school year, the district may enforce the order at that time except for any period of the expulsion that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

Additional Proceedings

If, during the term of expulsion, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Appeals

A decision by a board's designee to expel a student may be appealed to the board. If the hearing is not before the board directly, the results and findings of the hearing should be presented in a report open to the student's inspection. *Education Code 37.009(f); Dixon v. Alabama State Bd. of Educ., 294 F.2d 150 (5th Cir. 1961), cert. denied, 368 U.S. 930 (1961)*

Restrictions on Court Orders

A court may not order an expelled student to attend a regular classroom, a regular campus, or a district DAEP as a condition of probation.

Exception

A court may order a student to attend a regular classroom, a regular campus, or a district DAEP if the district has entered into a memorandum of understanding (MOU) with the juvenile board for the county in which the district's central administrative office is located, concerning the juvenile probation department's role in supervising and providing other support services for students in DAEPs.

Education Code 37.010(c)

District Responsibility for Expelled Student

In a county that operates a JJAEP, a district is responsible for providing an immediate educational program to a student who engages in behavior for which expulsion is permitted but not required under Education Code 37.007, but who is not eligible for admission into the JJAEP in accordance with an MOU. [See FODA]

Students Not Eligible for Existing JJAEP

Contracting for Services

A district may provide the program, or the district may contract with a county juvenile board, a private provider, or one or more other school districts to provide the program.

Education Code 37.011(l)

Certain Districts

This provision applies to a district located in a county considered to be a county with a population of 125,000 or less because it has a population of more than 200,000 and less than 220,000; has five or more school districts located wholly within the county's boundaries; and has located in the county a JJAEP that, on May 1, 2011, served fewer than 15 students. A qualifying district shall provide educational services to a student who is expelled from school. The district is entitled to count the student in the district's average daily

attendance for purposes of receipt of state funds under the Foundation School Program. An educational placement under this section may include:

1. The district's DAEP.
2. A contracted placement with another school district, an open-enrollment charter school, an institution of higher education, an adult literacy council, or a community organization that can provide an educational program that allows the student to complete the credits required for high school graduation.

An educational placement other than a district's DAEP is subject to the educational and certification requirements applicable to an open-enrollment charter school under Education Code Chapter 12, Subchapter D.

Education Code 37.011(a-3)–(a-5)

Return to Class

Early / Permissive

On the recommendation of the placement review committee, or on its own initiative, a district may readmit an expelled student while the student is completing any court disposition requirements.

Required

After an expelled student has successfully completed any court disposition requirements, including conditions of a deferred prosecution, or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission. [See FD] A district may place the student in a DAEP.

The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

Expelled from Another District

If a student has been expelled from another school district, the expelling district shall provide to a district in which the student enrolls a copy of the expulsion order and the referral to the authorized officer of the juvenile court. A district in which the student enrolls may continue the expulsion under the terms of the order, may place the student in a DAEP for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

Out-of-State Expulsion

A district may take any of the above actions if the student was expelled by a district in another state if:

1. The out-of-state district provides a copy of the expulsion order; and

2. The grounds for the expulsion are also grounds for expulsion in the district in which the student is enrolling.

Education Code 37.010(g)

If the student was expelled for more than one year and the enrolling district continues the expulsion or places the student in a DAEP, the aggregate period of expulsion or placement may not exceed one year unless the district determines that:

1. The student is a threat to the safety of other students or to district employees; or

2. Extended placement is in the best interest of the student.

Education Code 37.010(g-1)

Note: See FOF for provisions concerning expulsion of students with disabilities.

Findings of the Safe and Drug-Free Schools and Communities Program Annual Evaluation Report for School Year 2021-2022 as well as disaggregated data reflecting the number, rate, and type of violent and criminal incidents occurring on each campus in the district during the year are found on the following charts.

Followed by

Disaggregated Campus

Incident Data

Safe and Drug Free Schools and Communities
Performance Evaluation for 2021-2022
Division of Student Support Programs
Texas Education Agency

Automated Consolidated Evaluation System

Target Goals

Section – 1: Disciplinary-Action-Reason Code Incidents

Part A – 1. Goals	
☒ Decrease substance use among students	
☐ Increase community and parental involvement	
☐ Raise the level of student achievement	
☐ Decrease dropout rate	
☐ Increase graduation rate	
☒ Decrease disruptive behavior	
☒ Reduce violence in schools	
☐ Increase student involvement in school	
☐ Improve attendance	
☐ Other, specify	

Incidents of Prohibited Behavior on School Property

Number of victims (unduplicated count)			
The victim is the recipient of the criminal act, usually used in relation to personal crimes			
	Elementary	Middle School	High School
Students	0	1	0
School Personnel (non-students)	0	0	0
Non-School Personnel	0	0	0
Unknown	0	0	0

Program Effectiveness

1. *Parent Involvement*
   Number of parents within the LEA who were involved in the following types of activities that support the Title IV program?

Parent volunteer activities in schools	600
Public Awareness Activities	200

2. *Community Involvement*
   Did the LEA involve community agencies or organizations in its SDFSC funded drug & violence prevention services and/or activities?

   Yes

   If so, for which activities

Provide teacher/staff training	√
Joint Service Delivery, including referrals	√
Public Awareness Activities	√

3. *Student Involvement*
   Did students participate in designing, delivering, or critiquing the drug or violence prevention program?

   Yes

4. *Level of Drug Use and Violence*
   Indicate appropriate level of student drug-use and school violence based on your 2019-2020 LEA and community data.

Student alcohol use	Limited
Student drug use	Limited
Student school violence	Limited

Student alcohol use	
2018-2019 Incidents	3
2019-2020 Incidents	2
2020-2021 Incidents	5
2021-2022 Incidents	6

Student drug use	
2018-2019 Incidents	17
2019-2020 Incidents	6
2020-2021 Incidents	12
2021-2022 Incidents	11

Student school violence	
2018-2019 Incidents	75
2019-2020 Incidents	27
2020-2021 Incidents	33
2021-2022 Incidents	56

5. *Overall Program Effectiveness*
Based on the SDFSC Program Evaluation Results shown in this report which includes the LEA's needs assessment, measurable goals and objectives, and effectiveness of program design, check the statement(s) below that best describe the LEA's program for safe and drug-free schools and communities. Mark all that apply.

X	The LEA's SDFSC program is demonstrating success in achieving its goals and objectives, and the LEA or SSA will continue to monitor the progress and effectiveness of the program.
	The LEA will modify the program design of the LEA program to address needs identified by evaluation results and progress and effectiveness will continue to be monitored.
	Other

Disaggregated Campus Incident Data

CAMPUS INCIDENT DATA

PEIMS Type of Incident Code Disciplinary-Action-Reason Code		CAMPUSES		
		Central MS	C.O. Wilson MS	Nederland High
		2021-2022	2021-2022	2021-2022
02	Conduct punishable as a felony – TEC Section 37.006(a)(2)(A)	--	--	--
04	Possessed, sold, or used marihuana or other controlled substance – TEC Sections 37.006(a)(2)(C) and 37.007(b), for under the influence	1	--	10
05	Possessed, sold, used, or was under the influence of an alcoholic beverage – TEC Sections 37.006(a)(2)(D) and 37.007(b)	2	1	3
06	Abuse of a volatile chemical – TEC Section 37.006(a)(2)(E)	—	—	—
07	Public lewdness or indecent exposure – TEC Section 37.006(a)(2)(F)	--	—	—
08	Retaliation against school employee – TEC Sections 37.006(b) and 37.007(d)	—	—	—
11	Used, exhibited, or possessed a firearm – TEC Section 37.007(a)(1)(A) and/or 37.007(e) brings a firearm to school.	—	-	—
12	Used, exhibited, or possessed an illegal knife – TEC Section 37.007(a)(1)(B)	—	—	—
13	Used, exhibited, or possessed a club – TEC Section 37.007(a)(1)(C)	—	—	—
14	Used, exhibited, or possessed a prohibited weapon under Penal Code Section 46.05 – TEC Section 37.007(a)(1)(D)	—	--	—
16	Arson – TEC Section 37.007(a)(2)(B)	—	—	—
17	Murder, capital murder, criminal attempt to commit murder, or capital murder – TEC 37.007(a)(2)(C)	—	—	—
18	Indecency with a child – TEC Section 37.007(a)(2)(D)	—	—	—
19	Aggravated kidnapping – TEC Section 37.007(a)(2)(E)	—	—	—
20	Serious or persistent misconduct violating the student code of conduct while placed in alternative education program – TEC Section 37.007(c)	—	---	---
22	Criminal mischief – TEC Section 37.007(f)	--	—	—
26	Terroristic threat – TEC Section 37.006(a)(1) or 37.007(b)	3	3	1
27	Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer – TEC Section 37.007(b)(2)(C)	-	--	-
28	Assault under Penal Code Section 22.01(a)(1) against someone other than a school district	-	3	-

PEIMS Type of Incident Code Disciplinary-Action-Reason Code		CAMPUSES		
		Central MS	C.O. Wilson MS	Nederland High
		2021-2022	2021-2022	2021-2022
	employee or volunteer – TEC Section 37.006(a)(2)(B)			
29	Aggravated assault under Penal Code Section 22.02 against a school district employee or volunteer – TEC Section 37.007(d)	—	—	—
30	Aggravated assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer – TEC Section 37.007(a)(2)(A)	—	—	-
31	Sexual assault under Penal Code section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer – TEC Section 37.007(d)	—	—	—
32	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer – TEC Section 37.007(a)(2)(A)	—	—	—
33	Possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, Chapter 161.252	--	--	--
34	School-related gang violence -	—	—	—
35	False alarm/false report – TEC Section 37.006 (a)(1) and 37.007(b)	--	--	--
36	Felony controlled substance violation – TEC Section Section 37.007(a)(3)	—	—	—
37	Felony alcohol violation – TEC Section (a)(3)	—	—	—
41	Fighting/Mutual Combat-Excludes all offenses under Penal Code Section 22.01	28	5	17
46	Aggravated robbery – TEC Section 37.007 (a)(2)(F)	—	—	—
47	Manslaughter – TEC Section 37.007 (a)(2)(H)	—	—	—
48	Criminally negligent homicide – TEC Section 37.007(a)(2)(H)	—	—	—
49	Engages in deadly conduct – TEC Section 37.007(a)(2)(F)	—	—	—
57	Continuous sexual abuse of young child or children under penal Code §21.02, occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a)(2)(1).	—	—	—

The school district intervention programs described on the following pages are specifically designed to address issues associated with school violence.

Alternative Education Program – The Discipline Management System provides a method of removal of students for minor drug infractions to an alternative instructional setting. Additional counseling services are provided within this structured environment.

Canine Narcotic Detection Services - Secondary campuses/grounds are subject to random unannounced searches by trained dogs and handlers in order to deter anyone from bringing alcohol, tobacco or other drugs onto school grounds. Bomb sniffing dogs are available upon request.

Capturing Kids Hearts (CKH) - A Positive Behavioral Intervention Support (PBIS). CKH equips professionals in education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. CKH helps schools create safe welcoming environments where students are relationally connected and eager to learn.

Communities in Schools - An American non-profit organization that works within public and charter schools to help at-risk students to stay in school and perform well. The mission of Communities in Schools of Southeast Texas is to surround students with a community of support empowering them to stay in school and achieve in life. For more than 25 years, Communities in Schools has helped students choose success by ensuring their access to the "Five Basics": (1) A one-on-one relationship with a caring adult; (2) A safe place to learn and grow; (3) A healthy start and a healthy future; (4) A marketable skill to use upon graduation; (5) A change to give back to peers and community.

C.H.I.C.K.E.N. Club - All 4th grade students are members of the C.H.I.C.K.E.N. Club which is sponsored by the Drug Education for Youth Foundation (D.E.F.Y.). It is sponsored by volunteers from the local Optimist Clubs and combines drug prevention education with fun activities such as the C.H.I.C.K.E.N. Club Rally.

Counseling Program - School counselors are available on every campus. Counselors provide academic, career, college, and social-emotional support to all students through the school counseling program. In addition, Special Education Counselors are available to students identified with a disability who qualify for counseling related services.

D.A.R.E. - Drug Abuse Resistance Education is a project of Nederland I.S.D. D.A.R.E. trained police officers use a structured curriculum to teach units such as Self-esteem, Choices and Consequences, Resistance to Peer-Pressure and Communication Skills, while promoting a positive attitude toward law enforcement officers. The program is implemented for 5th, 7th, and 8th grade students.

Erin's Law Program –

- Provide child abuse ant-victimization programs in elementary and secondary schools
- Provide staff training on prevention techniques and recognition of sexual abuse and other forms of child maltreatment
- Adopt a policy addressing sexual abuse and other maltreatment of children

Extra-Curricular Programs – Multiple programs designed to meet a variety of interests and provide for the wholesome development of many skills are available at all levels.

Flashing Lights - SB 30, also known as The Community Safety Education Act, was passed by the 85th Texas Legislature, Regular Session, 2017. The legislation added Section 28.012, regarding the instruction on interaction with law enforcement, to the Texas Education Code (TEC).

Individual School/District Security Plan – A crisis Management Plan that addresses multiple contingencies and probable effective responses is graphically displayed and has been reviewed with personnel. Additional security personnel are employed for school events.

In-service Training – Special training programs for school staff are provided on drug and violence prevention.

Random Drug Testing of Students –A random drug testing program offered as a proactive deterrent to student substance abuse.

Red Ribbon Week – All schools participate in drug prevention activities such as decorating campuses with anti-drug messages, parades, contests, rallies, thematic celebrations, additional classroom instruction, skits and community involvement activities during Red Ribbon Week.

Reporting System - An anonymous on-line reporting system for students or parents to report bullying, abuse, or suicide on or off campus.

Restorative Discipline Practices and Interventions – Schools are implementing these strategies to build community and for responding to challenging behavior through open disclosure, coming to an understanding, and opportunities to set things right.

Safety Drills - A variety of Safety Drills are conducted on every campus twice monthly to enhance school-preparedness (e.g., intruder alerts, weather, fire, lockdown, evacuation).

School/Community Summer Programs – A collaborative program between the district and City of Nederland provides supervised summer recreational activities designed to constructively channel free time.

School Resource Officers – Nederland I.S.D. employs a full time S.R.O. through a collaborative grant with the Nederland Police Department. This officer is based on the high school and middle school campuses, but makes visits to other campuses.

Security Measures and Personnel – Additional security is provided at school functions according to type and size. Security Vwestibules which utilize badge access have been installed on all campuses to reduce unauthorized access. The RAPTOR system is a visitor management system being utilized on all campuses to screen visitors against a state-wide database. Surveillance cameras have been installed on all campuses to enhance security measures

Special Assembly Programs - Presentations that address self-esteem, multi-cultural acceptance, drug prevention refusal skills, gang resistance, and conflict resolution are provided for all students on an age appropriate basis.

Student Assistance Programs – These programs provide intervention for a broad range of personal problems that may interfere with the learning or social development of students.

Student Instruction – Direct classroom instruction that utilizes the TEA program D.A.V.E. (Drug and Violence Education) and a variety of commercially prepared programs related to violence and drug prevention are an integral part of the SDFS/C Plan.

Supplementary Counseling – Most students placed at the Alternative Education Campus are at-risk and in need of additional individual counseling. Consequently, out-of-district counselors are contracted through a supervisory program to provide this service.

Texas School Survey of Drug and Alcohol Use – This survey provides data on use and non-use of alcohol and drugs among Nederland students. Information is used to modify or implement new programs for drug prevention.

Threat Assessment & Safe and Supportive Team(s): Per 37.115. A group of school officials that convene to identify, evaluate, and address threats or potential threats to school security. Threat assessment teams review incidents of threatening behavior by a student.

T.N.T. – positive role models, known as Terrific Nederland Teens, from the 11th and 12th grades are carefully selected and trained to go into the elementary and middle school classes and educate younger students about the positive results of remaining drug free.

Truancy Abatement Program – Realizing that truant students are more likely to be involved in violence and criminal acts, the Nederland-Port Neches Optimist Club and Safe Drug Free Schools collaborated to produce posters aimed at educating the public and parents on school attendance laws. These highly visible signs are posted in the community.

Youth Leadership classes provide students with self-esteem and the skills to learn how to lead, thereby reducing their vulnerability to drug use.