2025–26 Accelerated Instruction Evaluation (Public Version)

Nederland ISD · Presented to the Board of Trustees at the public hearing on October 19, 2026 (TEC §29.081(b-3)). Spring and June 2026 STAAR results are preliminary; final TEA results may differ slightly. To protect student privacy, groups smaller than five students are masked.

Key findings

Accelerated instruction worked well in grades 4–8. At the high school level, most students who failed an EOC did not complete their required hours, few passed English retests, and the gap for at-risk students is widest in English.

- **Accelerated instruction hours (official PEIMS data):** Students in grades 4–8 completed their required HB 1416 hours for 84% of requirements, compared with 23% for high school students. None of the 19 senior requirements had hours reported.
- **Students who did not pass:** In spring 2026, 226 EOC tests did not reach Approaches Grade Level. English I and English II account for 158 of them (70%).
- **Retest results are low in English:** In June 2026, fewer than 5 of 21 English I retesters and 5 of 22 English II retesters (23%) passed. December 2025 results were somewhat better (39% and 26%).
- **Most spring failures did not retest in June:** 22 students took English I in June after 77 failed in spring; 23 took English II after 81 failed.
- **The at-risk gap is largest in English:** 46% of at-risk students did not pass English II, compared with 5% of all other students.
- **Students in special education:** 59% did not pass English I and 62% did not pass English II in spring, and almost none took the June retest.
- **Completion gap:** About 89% of at-risk seniors graduated in 2025–26, compared with about 98% of other seniors. Nearly all students in grades 7–12 who dropped out had been identified as at risk.

What this evaluation answers

Texas Education Code §29.081 asks two questions:

1. **Did accelerated instruction work?** (TEC §29.081(b-3)) For students who failed an EOC required for graduation: how many received accelerated instruction before the next test, and how many then passed. Accelerated instruction for students in grades 3–8 is required by TEC §28.0211 (HB 1416).
2. **Is the gap narrowing?** (TEC §29.081(c)) How at-risk students compare with all other students on state assessments and high school completion.

“Passed” means Approaches Grade Level or above.

Spring 2026: students who did not pass

These students are owed accelerated instruction under TEC §29.081(b-1) and HB 1416. Of the 226 tests that did not pass, 186 were taken by at-risk students. These are test counts, not students; a student who failed two EOCs appears twice.

EOC	Tests taken	Did not pass (all students)	At-risk students who did not pass	Special education students who did not pass
Algebra I	440	32 (7%)	15%	27%
Biology	406	20 (5%)	10%	17%
English I	416	77 (19%)	37%	59%
English II	427	81 (19%)	46%	62%
U.S. History	327	16 (5%)	16%	22%
Total	2,016	226	186 tests	105 tests

At-risk students compared with all other students

The gap is narrow in Biology, U.S. History, and Algebra I, and wide in both English EOCs. Percent at Approaches Grade Level or above, spring 2026 EOC (preliminary):

EOC	At-risk students	All other students	Gap
Algebra I	85%	97%	12 points
Biology	90%	98%	8 points
English I	63%	95%	32 points
English II	54%	95%	41 points
U.S. History	84%	98%	14 points

This is the 2025–26 baseline for TEC §29.081(c). Next year’s evaluation will compare against these numbers to show whether the gap is narrowing.

Retest results, 2025–26

These results answer the core (b-3) question: after accelerated instruction, how many retesters passed? Only students marked “Retested” in each report are counted.

EOC	December 2025: retested	December 2025: passed	June 2026: retested	June 2026: passed
Algebra I	7	Fewer than 5	8	Fewer than 5
Biology	Fewer than 5	Masked	Fewer than 5	Masked
English I	41	16 (39%)	21	Fewer than 5
English II	23	6 (26%)	22	5 (23%)
U.S. History	12	12 (100%)	Fewer than 5	Masked

- **English retest results are low,** and lower in June than in December.
- **Writing is the weakest area for English retesters.** In June, English I retesters earned 27% of writing points and English II retesters 24%, compared with 35–38% in reading.
- **Few spring failures retested in June.** Retests are optional, but students who did not retest still need their accelerated instruction hours during the school year.

Accelerated instruction delivered, 2025–26

TEA's official roster for 2025–26 lists 338 students who owed HB 1416 accelerated instruction hours, across 430 subject requirements. Elementary and middle school students largely completed their hours; high school students largely did not. A small number of requirements in grades 4–8 (fewer than 5) were parent opt-outs.

Group	Requirements	Hours met	Some hours, not enough	No hours reported
Grades 4–8	268	225 (84%)	32	9
Grades 9–12	162	38 (23%)	32	92
Total	430	263 (61%)	64	101

- **Elementary and middle school are a strength.** Students in grades 4–8 completed their hours for 225 of 268 requirements.
- **High school is the gap.** Of 162 high school requirements, 92 had no hours reported. Most were coded "hours not completed before test," meaning the student retested before finishing the required hours.
- **Seniors:** None of the 19 senior requirements had hours reported.

High school, by subject:

Subject	Requirements	Hours met	Hours not completed
Reading/English	110	20	90
Mathematics	30	9	21
Science and Social Studies	22	9	13

Summer school works for students who attend. Most high school hours came from summer school. Labs, intervention periods, and after-school tutoring can also count, but minutes were not recorded for each student.

Students receiving special education services

Students in special education took about 14% of spring EOC tests (274 of 2,016) but accounted for 46% of the tests that did not pass (105 of 226), and few retested. For these students, the ARD committee designs the intensive program, measured by annual growth on the IEP (TEC §28.0213), and some may graduate through ARD committee decisions without passing every EOC. The district will make sure each student's ARD decisions on accelerated instruction and retesting are documented.

2026 context: accountability, graduation, and dropout

The district's 2026 results are strong overall, and they point to the same two areas as the retest data: growth at the high school and students in special education. The district earned an A (90) in 2026. Nederland High School earned an A (93) overall, but its Academic Growth rating was a C (74), the lowest growth rating in the district.

Measure	All students	Special education	Economically disadvantaged
Four-year graduation rate, Class of 2025	94.9%	85.0%	90.2%
Annual dropout rate, grades 9–12, 2024–25	1.0%	2.1%	1.5%

At-risk students compared with all other students, 2025–26:

Measure	At-risk students	All other students
Seniors who graduated	109 of 123 (89%)	About 237 of 243 (98%)
Dropouts, grades 7–12	10 (about 1.2%)	Fewer than 5

Of the 14 at-risk seniors who did not graduate, 6 dropped out. The others left the district, graduated after the school year, or remain NISD students working toward graduation.

Conclusion and 2026–27 actions

Accelerated instruction was effective in grades 4–8, where most students completed their required hours. It was not effective at the high school level: most students who failed an EOC did not complete their hours before retesting, few passed English retests, and at-risk students graduated at a lower rate than their peers. For 2026–27, the district will:

1. Record each student's accelerated instruction minutes, subject, and source (summer school, labs, intervention periods, after-school tutoring, or approved online programs), and stop counting ESL toward HB 1416 hours.

2. Prioritize seniors and English I and II, with a focus on writing.
3. Make sure students who do not attend summer school or retest in June receive their hours during the school year.
4. Document ARD committee decisions on accelerated instruction for students receiving special education services.
5. Check local at-risk lists against official PEIMS data before reporting.
6. Hold this evaluation and public hearing every year with the District Improvement Plan.

Data sources and limitations

- **Sources:** TSDS PEIMS Student Accelerated Instruction Roster and Dropout Roster, 2025–26; STAAR EOC district summary reports for December 2025, spring 2026 (preliminary), and June 2026 (preliminary); TEA 2026 Graduation Rate calculation report and Accountability Rating Overall Summary; local leaver data.
- **English I breakdown:** The spring 2026 English I report's split between first-time and retested students did not match expected patterns, so this evaluation uses only all-student English I results for spring 2026.
- **Graduation:** At-risk graduation figures are annual counts from local leaver data, not TEA's four-year longitudinal rate.
- **Privacy:** Results for groups smaller than five students are masked, and some results are shown as percentages or combined so that masked numbers cannot be calculated from other figures.

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