

NEDERLAND

INDEPENDENT SCHOOL DISTRICT

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220 17th Street

Nederland, Texas 77627-5098

www.nederland.k12.tx.us

TEXAS

ACADEMIC

PERFORMANCE

REPORT

2020-2021
DISTRICT REPORT

Annual Evaluation Report for School Year 2020-2021	523
Disaggregated Campus Incident Data	526
District Intervention Programs	529

C*ONTENTS*

PREFACE

SECTION I – Overview

District Narrative	2
2019-2020 Actual Financial Data.....	4
Glossary	
Terms	8
Attendance/Graduation.....	13
Advanced Academic Courses	42
PEIMS Role Identifications.....	51

SECTION II - District/Campus Performance and Profile Data

Nederland Independent School District	53
2020-2021 District Performance .	
2020-2021 District Attendance and Postsecondary Readiness	
2020-2021 District Profile	
Nederland High School	82
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
Central Middle School	106
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
C. O. Wilson Middle School	130
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
Helena Park Elementary	154
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	

Highland Park Elementary	175
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
Hillcrest Elementary	196
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
Langham Elementary	217
2020-2021 Campus Performance	
2020-2021 Campus Attendance and Postsecondary Readiness	
2020-2021 Campus Profile	
Texas Higher Education Report	238
2020-2021 District Accreditation Status.....	240
 SECTION III – 2021-2022 Campus Goals and Performance Objectives	
Nederland ISD	242
Nederland High School	279
Central Middle School	315
C. O. Wilson Middle School	349
Helena Park Elementary	367
Highland Park Elementary	394
Hillcrest Elementary	439
Langham Elementary	464
Alternative Education School	485
 SECTION IV - School Violence Prevention and Intervention	
District Policies and Procedures	495
Safe and Drug-Free Schools and Communities Program.....	560

Disaggregated Campus Incident Data	561
District Intervention Programs	567

Section I

Overview

DISTRICT NARRATIVE

2020-2021

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 \$60.38 million, of which approximately 33.5% of the revenue is generated from state funds, 53.2% from local funds, and 13.3% from federal funds. The unencumbered surplus fund balance at the close of the previous fiscal year was approximately \$18.1 million, which represents 30.4% of the total budget.

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.

2019 - 2020 Actual Financial Data
Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 5,196

	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)	\$25,546,002	55.68%	\$4,916	\$25,546,002	49.16%	\$4,916	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$17,198,197	37.48%	\$3,310	\$17,791,818	34.24%	\$3,424	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$207,449	0.45%	\$40	\$3,869,637	7.45%	\$745	\$7,015,215,596	11.84%	\$1,280
Other Local	\$2,931,600	6.39%	\$564	\$4,759,672	9.16%	\$916	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$45,883,248	100.00%	\$8,830	\$51,967,129	100.00%	\$10,001	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$10,094,379	99.36%	\$1,943	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$28,538	0.28%	\$5	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$36,209	100.00%	\$7	\$36,209	0.36%	\$7	\$909,418,245	9.76%	\$166
Total Other Revenue	\$36,209	100.00%	\$7	\$10,159,126	100.00%	\$1,955	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$45,919,457	100.00%	\$8,837	\$62,126,255	100.00%	\$11,957	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$45,919,457	100.00%	\$8,837	\$62,126,255	100.00%	\$11,957	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$1,930,274	100.00%	\$371	\$1,930,274	100.00%	\$371	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,930,274	100.00%	\$371	\$1,930,274	100.00%	\$371	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$47,849,731	100.00%	\$9,209	\$64,056,529	100.00%	\$12,328	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$38,870,886	83.15%	\$7,481	\$42,115,170	79.55%	\$8,105	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$3,720,590	7.96%	\$716	\$4,055,124	7.66%	\$780	\$5,127,350,907	8.99%	\$936

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Totals for NEDERLAND ISD (123905)
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	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,617,018	5.60%	\$504	\$4,345,021	8.21%	\$836	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$1,538,218	3.29%	\$296	\$2,428,962	4.59%	\$467	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$46,746,712	100.00%	\$8,997	\$52,944,277	100.00%	\$10,189	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$10,108,623	52.61%	\$1,945	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$1,179,867	100.00%	\$227	\$9,105,398	47.39%	\$1,752	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$1,179,867	100.00%	\$227	\$19,214,021	100.00%	\$3,698	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$47,926,579	100.00%	\$9,224	\$72,158,298	100.00%	\$13,887	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$26,981,530	57.72%	\$5,193	\$29,594,977	55.90%	\$5,696	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$644,162	1.38%	\$124	\$644,162	1.22%	\$124	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$580,777	1.24%	\$112	\$674,722	1.27%	\$130	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$815,822	1.75%	\$157	\$840,100	1.59%	\$162	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$2,561,653	5.48%	\$493	\$2,561,653	4.84%	\$493	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$2,479,326	5.30%	\$477	\$2,639,645	4.99%	\$508	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$582,978	1.25%	\$112	\$582,978	1.10%	\$112	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$736,102	1.57%	\$142	\$740,702	1.40%	\$143	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$0	0.00%	\$0	\$2,423,490	4.58%	\$466	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,899,565	4.06%	\$366	\$2,769,411	5.23%	\$533	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$1,504,987	3.22%	\$290	\$1,504,987	2.84%	\$290	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$6,346,883	13.58%	\$1,221	\$6,352,174	12.00%	\$1,223	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$372,957	0.80%	\$72	\$372,957	0.70%	\$72	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$1,101,343	2.36%	\$212	\$1,101,343	2.08%	\$212	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$138,627	0.30%	\$27	\$140,976	0.27%	\$27	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$46,746,712	100.00%	\$8,997	\$52,944,277	100.00%	\$10,189	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$10,108,623	52.61%	\$1,945	\$9,524,076,242	47.61%	\$1,738

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Totals for NEDERLAND ISD (123905)
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	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,179,867	100.00%	\$227	\$9,105,398	47.39%	\$1,752	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$1,179,867	100.00%	\$227	\$19,214,021	100.00%	\$3,698	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$47,926,579	100.00%	\$9,224	\$72,158,298	100.00%	\$13,887	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$24,799,320	53.05%	\$4,773	\$25,817,658	48.76%	\$4,969	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$96,376	0.21%	\$19	\$96,376	0.18%	\$19	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,688,099	3.61%	\$325	\$1,739,996	3.29%	\$335	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$5,451,323	11.66%	\$1,049	\$6,595,018	12.46%	\$1,269	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,976,734	4.23%	\$380	\$2,613,442	4.94%	\$503	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$98,904	0.21%	\$19	\$139,591	0.26%	\$27	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$881	0.00%	\$0	\$881	0.00%	\$0	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$324,163	0.69%	\$62	\$324,163	0.61%	\$62	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$150,404	0.32%	\$29	\$150,404	0.28%	\$29	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$181,780	0.39%	\$35	\$181,780	0.34%	\$35	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$1,621,919	3.47%	\$312	\$1,621,919	3.06%	\$312	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$10,356,809	22.16%	\$1,993	\$13,663,049	25.81%	\$2,630	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$46,746,712	100.00%	\$8,997	\$52,944,277	100.00%	\$10,189	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$10,108,623	52.61%	\$1,945	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,179,867	100.00%	\$227	\$9,105,398	47.39%	\$1,752	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,179,867	100.00%	\$227	\$19,214,021	100.00%	\$3,698	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$47,926,579	100.00%	\$9,224	\$72,158,298	100.00%	\$13,887	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for NEDERLAND ISD (123905)
Total Enrolled Membership: 5,196

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$46,746,712	96.86%	\$8,997	\$52,944,277	72.99%	\$10,189	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$0	0.00%	\$0	\$36,209	0.05%	\$7	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$337,866	0.70%	\$65	\$337,866	0.47%	\$65	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$0	0.00%	\$0	\$10,108,623	13.94%	\$1,945	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$1,179,867	2.44%	\$227	\$9,105,398	12.55%	\$1,752	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$48,264,445	100.00%	\$9,289	\$72,532,373	100.00%	\$13,959	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.3600			0.2221		
Total Tax Rate				1.3300			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$112,738		\$22	\$115,280		\$22	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$73,581,218		\$14,161	\$19,313,845,455		\$3,756
Committed Fund Balance	\$0		\$0	\$0		\$0	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$18,031,848		\$3,470	\$18,031,848		\$3,470	\$15,296,929,974		\$2,975
Total Fund Balance**	\$18,144,586		\$3,492	\$91,728,346		\$17,654	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$18,559,304		\$3,581	\$21,532,323		\$4,154	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$-450,927		\$-87	\$-7,895,194		\$-1,519	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$36,209		\$7	\$78,091,216		\$15,029	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$1		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$18,144,586		\$3,492	\$91,728,346		\$17,654	\$42,166,833,966		\$8,200

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 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>

2021 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.

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/2021/masking.html>.

STAAR Performance (2020–21)

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, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

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.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

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 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 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 EB students/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 EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or 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 Learners (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 EB students/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 students/non-ELs).
- *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 (2020–21)

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 1-5 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
- *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 either EB students/ELs who have 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)

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 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:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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, 2019–20* 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 [2021 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 2016–17. They are followed through their expected graduation with the Class of 2020.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

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

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

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

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

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

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

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:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020
plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \end{array}}{\text{number of students in the 2018 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * 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:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

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

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 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 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.

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 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.

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 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.

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) 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.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 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 2020. 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](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile (2020–21)

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 2019-20 are 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)

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)

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. (*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*)

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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 TSI 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. (*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 prior to graduation from high school. (*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 Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma 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 2019 annual graduates remains included for indicators displaying military readiness from 2018–19.*

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*.

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 (TSIA), 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						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	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
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 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)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

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)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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 *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 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)

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 annual graduates

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 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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*)

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:

number of 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees 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:

number of 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

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

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

Science

number of students in grades 9–12 in 2019-20 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(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)

number of in 2019-20 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

Students who completed CTE coherent sequence courses remain included when comparing
2018–19 results to 2019–20. (Data source: THECB)

number of in 2019-20 annual graduates

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.

number of graduates during the 2018-19 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2018-19 school year

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)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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 and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 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 30, 2020).

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.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100*)

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 (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2020–21, 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 Elementary and Secondary Education Act (ESEA), 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 ESEA, Title I, Part A. *(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 \(d-1\)](#).

number of students in the 2020–21 school year considered as at risk

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).

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 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 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 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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

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, 2019–20, 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 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(*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 (2020–21)

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)*

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*)

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 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. 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*)

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*)

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 LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
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
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS 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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN 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 SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM 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: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
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 ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY 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
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
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
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

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

002Art Therapist
 005Psychological Associate
 006.....Audiologist
 007.....Corrective Therapist
 008.....Counselor
 011Educational Diagnostician
 013.....Librarian
 015.....Music Therapist
 016.....Occupational Therapist
 017.....Certified Orientation & Mobility Specialist
 018.....Physical Therapist
 019Physician
 021.....Recreational Therapist
 022.....School Nurse
 023.....LSP/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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

District Number: 123905

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)	Continuously Enrolled	Non-Continuously 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	2021	67%	64%	83%	78%	80%	86%	-	94%	-	50%	56%	80%	87%	67%	79%	73%
	2019	76%	72%	89%	76%	92%	90%	*	96%	*	75%	68%	*	92%	79%	83%	86%
At Meets Grade Level or Above	2021	39%	35%	53%	37%	46%	59%	-	61%	-	25%	30%	40%	57%	33%	44%	44%
	2019	45%	39%	59%	43%	57%	62%	*	80%	*	31%	32%	*	62%	46%	47%	57%
At Masters Grade Level	2021	19%	16%	28%	15%	22%	32%	-	39%	-	25%	7%	0%	30%	20%	19%	23%
	2019	27%	22%	37%	24%	28%	43%	*	60%	*	13%	16%	*	42%	23%	28%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	60%	80%	59%	82%	82%	-	85%	-	63%	51%	100%	83%	66%	73%	73%
	2019	79%	72%	87%	70%	87%	90%	*	96%	*	63%	70%	*	89%	78%	81%	84%
At Meets Grade Level or Above	2021	31%	29%	46%	33%	36%	51%	-	64%	-	25%	14%	80%	51%	25%	38%	38%
	2019	49%	40%	59%	35%	63%	61%	*	76%	*	38%	35%	*	61%	52%	50%	55%
At Masters Grade Level	2021	14%	12%	24%	19%	17%	25%	-	45%	-	13%	5%	20%	27%	10%	17%	27%
	2019	25%	18%	34%	14%	33%	35%	*	64%	*	19%	12%	*	37%	23%	29%	27%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	57%	79%	68%	73%	84%	*	71%	-	86%	46%	*	81%	75%	70%	65%
	2019	75%	71%	92%	88%	91%	94%	*	85%	*	100%	71%	*	92%	92%	88%	93%
At Meets Grade Level or Above	2021	36%	32%	52%	25%	44%	59%	*	52%	-	71%	21%	*	56%	41%	35%	41%
	2019	44%	39%	68%	50%	65%	70%	*	74%	*	71%	35%	*	71%	57%	58%	60%
At Masters Grade Level	2021	17%	14%	23%	7%	17%	27%	*	24%	-	43%	6%	*	26%	12%	12%	11%
	2019	22%	18%	35%	21%	30%	40%	*	37%	*	14%	9%	*	39%	25%	26%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	53%	76%	50%	72%	81%	*	86%	-	71%	44%	*	78%	70%	64%	59%
	2019	75%	69%	93%	92%	94%	92%	*	96%	*	86%	71%	*	94%	90%	91%	95%
At Meets Grade Level or Above	2021	36%	30%	53%	18%	52%	59%	*	52%	-	43%	25%	*	55%	45%	38%	39%
	2019	48%	39%	66%	54%	61%	68%	*	78%	*	57%	38%	*	70%	55%	58%	58%
At Masters Grade Level	2021	21%	16%	35%	4%	30%	41%	*	52%	-	29%	12%	*	39%	24%	19%	20%
	2019	28%	21%	44%	33%	43%	44%	*	52%	*	29%	24%	*	48%	32%	38%	44%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	50%	73%	52%	74%	76%	*	64%	-	57%	35%	*	75%	66%	58%	64%
	2019	67%	62%	84%	63%	82%	87%	*	93%	*	86%	51%	*	89%	72%	79%	77%
At Meets Grade Level or Above	2021	27%	24%	41%	19%	40%	46%	*	36%	-	43%	15%	*	44%	32%	23%	26%
	2019	35%	30%	54%	38%	51%	56%	*	67%	*	29%	29%	*	58%	42%	43%	50%
At Masters Grade Level	2021	8%	7%	14%	13%	12%	14%	*	18%	-	29%	2%	*	16%	7%	6%	9%
	2019	11%	8%	19%	8%	16%	22%	*	22%	*	0%	3%	*	22%	11%	10%	13%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	67%	82%	65%	80%	86%	*	92%	*	68%	45%	*	84%	76%	73%	80%
	2019	86%	81%	85%	66%	89%	86%	*	91%	-	80%	36%	100%	88%	78%	82%	88%
At Meets Grade Level or Above	2021	46%	39%	54%	26%	55%	60%	*	68%	*	26%	21%	*	56%	48%	40%	47%
	2019	54%	47%	52%	29%	50%	55%	*	73%	-	60%	17%	60%	55%	40%	45%	45%
At Masters Grade Level	2021	30%	23%	41%	21%	43%	43%	*	56%	*	26%	12%	*	41%	38%	28%	33%
	2019	29%	23%	28%	12%	28%	29%	*	50%	-	20%	6%	40%	29%	25%	22%	21%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	64%	82%	59%	80%	87%	*	92%	*	63%	52%	100%	83%	81%	72%	82%
	2019	90%	83%	91%	78%	92%	92%	*	100%	-	80%	47%	100%	93%	82%	89%	91%
At Meets Grade Level or Above	2021	44%	36%	55%	26%	57%	61%	*	68%	*	32%	21%	60%	60%	41%	42%	55%
	2019	58%	46%	56%	41%	55%	57%	*	82%	-	40%	22%	40%	58%	47%	48%	52%
At Masters Grade Level	2021	25%	18%	34%	18%	37%	36%	*	56%	*	11%	7%	60%	37%	24%	26%	33%
	2019	36%	25%	33%	22%	33%	32%	*	64%	-	20%	6%	0%	33%	33%	29%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	56%	72%	48%	73%	77%	*	80%	*	58%	43%	100%	73%	69%	59%	72%
	2019	75%	67%	74%	59%	79%	74%	*	91%	-	60%	24%	100%	74%	74%	70%	80%
At Meets Grade Level or Above	2021	31%	26%	42%	21%	47%	44%	*	60%	*	16%	19%	40%	44%	35%	32%	42%
	2019	49%	41%	48%	33%	47%	49%	*	68%	-	20%	15%	40%	49%	45%	43%	39%
At Masters Grade Level	2021	13%	10%	20%	12%	22%	19%	*	40%	*	11%	5%	20%	21%	18%	13%	22%
	2019	24%	18%	20%	10%	21%	21%	*	36%	-	0%	3%	0%	20%	21%	15%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	57%	74%	57%	67%	77%	*	79%	*	86%	41%	67%	78%	58%	67%	65%
	2019	68%	62%	74%	65%	68%	78%	*	78%	*	67%	15%	*	78%	63%	66%	64%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	27%	41%	0%	30%	48%	*	58%	*	29%	22%	50%	44%	27%	29%	24%
	2019	37%	30%	41%	20%	31%	49%	*	56%	*	50%	10%	*	45%	30%	34%	23%
At Masters Grade Level	2021	15%	11%	21%	0%	11%	27%	*	26%	*	14%	3%	17%	23%	14%	13%	12%
	2019	18%	14%	17%	11%	10%	21%	*	28%	*	0%	7%	*	19%	11%	12%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	64%	84%	57%	78%	88%	*	95%	*	88%	55%	83%	88%	69%	76%	76%
	2019	81%	74%	82%	68%	84%	84%	*	78%	*	83%	37%	*	87%	68%	74%	79%
At Meets Grade Level or Above	2021	36%	30%	56%	14%	51%	62%	*	68%	*	25%	27%	67%	62%	33%	42%	45%
	2019	47%	37%	44%	26%	39%	50%	*	56%	*	33%	12%	*	48%	35%	35%	31%
At Masters Grade Level	2021	15%	11%	24%	0%	12%	31%	*	37%	*	0%	9%	33%	27%	14%	13%	10%
	2019	21%	14%	18%	13%	11%	21%	*	33%	*	17%	5%	*	21%	12%	13%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	65%	82%	69%	81%	84%	-	90%	-	71%	32%	100%	85%	71%	74%	75%
	2019	76%	71%	74%	73%	69%	75%	*	92%	-	40%	25%	*	76%	68%	67%	59%
At Meets Grade Level or Above	2021	45%	40%	52%	28%	49%	56%	-	62%	-	57%	25%	43%	54%	43%	43%	38%
	2019	49%	42%	48%	30%	44%	50%	*	69%	-	40%	10%	*	51%	39%	37%	29%
At Masters Grade Level	2021	25%	21%	31%	16%	31%	31%	-	43%	-	57%	11%	29%	32%	27%	26%	23%
	2019	29%	23%	30%	14%	23%	36%	*	35%	-	0%	4%	*	33%	20%	18%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	51%	75%	47%	72%	79%	-	100%	-	57%	30%	100%	79%	58%	68%	70%
	2019	75%	68%	74%	62%	69%	77%	*	92%	-	60%	37%	*	78%	63%	68%	56%
At Meets Grade Level or Above	2021	27%	22%	42%	19%	41%	44%	-	65%	-	29%	19%	43%	46%	25%	35%	26%
	2019	43%	34%	47%	30%	40%	51%	*	73%	-	40%	13%	*	51%	36%	37%	27%
At Masters Grade Level	2021	12%	8%	18%	9%	15%	19%	-	40%	-	14%	0%	0%	19%	14%	14%	14%
	2019	17%	10%	19%	3%	11%	24%	*	38%	-	0%	4%	*	24%	6%	10%	12%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	61%	82%	71%	78%	85%	-	86%	-	71%	32%	100%	85%	69%	76%	69%
	2019	70%	67%	71%	57%	60%	77%	*	85%	-	100%	21%	*	74%	61%	64%	54%
At Meets Grade Level or Above	2021	33%	29%	40%	16%	42%	41%	-	48%	-	57%	21%	14%	42%	32%	33%	33%
	2019	42%	37%	42%	30%	31%	47%	*	69%	-	0%	4%	*	48%	24%	31%	32%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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At Masters Grade Level	2021	10%	7%	12%	0%	11%	14%	-	19%	-	0%	0%	0%	13%	7%	7%	10%
	2019	18%	13%	16%	8%	10%	21%	*	23%	-	0%	0%	*	20%	5%	9%	5%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	69%	82%	70%	82%	84%	100%	82%	-	80%	38%	*	84%	76%	74%	69%
	2019	86%	81%	88%	75%	90%	86%	*	100%	*	100%	37%	*	90%	81%	82%	79%
At Meets Grade Level or Above	2021	46%	41%	53%	25%	52%	59%	80%	59%	-	40%	15%	*	55%	46%	44%	36%
	2019	55%	46%	59%	43%	53%	63%	*	90%	*	60%	11%	*	63%	49%	50%	37%
At Masters Grade Level	2021	21%	17%	27%	18%	24%	30%	80%	18%	-	20%	9%	*	27%	28%	19%	17%
	2019	28%	20%	33%	14%	25%	36%	*	67%	*	40%	8%	*	37%	18%	25%	18%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	60%	74%	51%	74%	79%	*	71%	-	100%	28%	*	76%	68%	66%	70%
	2019	88%	82%	82%	65%	88%	80%	*	100%	*	*	24%	-	85%	74%	77%	79%
At Meets Grade Level or Above	2021	36%	34%	48%	21%	45%	58%	*	43%	-	20%	17%	*	50%	41%	34%	42%
	2019	57%	46%	44%	31%	44%	46%	*	75%	*	*	16%	-	45%	40%	42%	39%
At Masters Grade Level	2021	11%	8%	8%	8%	6%	9%	*	14%	-	0%	3%	*	8%	6%	4%	6%
	2019	17%	9%	3%	0%	6%	3%	*	0%	*	*	0%	-	4%	3%	1%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	64%	85%	68%	83%	88%	100%	94%	-	100%	42%	*	85%	84%	78%	72%
	2019	81%	75%	81%	61%	80%	83%	*	100%	*	80%	45%	*	84%	71%	73%	71%
At Meets Grade Level or Above	2021	43%	38%	60%	41%	52%	67%	80%	71%	-	40%	16%	*	60%	58%	48%	41%
	2019	51%	41%	44%	21%	32%	50%	*	71%	*	80%	18%	*	49%	29%	36%	24%
At Masters Grade Level	2021	24%	19%	38%	17%	29%	45%	80%	59%	-	40%	8%	*	41%	30%	25%	18%
	2019	25%	16%	15%	4%	5%	20%	*	38%	*	0%	5%	*	18%	6%	9%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	52%	74%	51%	69%	78%	80%	88%	-	100%	29%	*	74%	70%	65%	59%
	2019	69%	60%	71%	46%	68%	74%	*	95%	*	80%	34%	*	76%	57%	59%	59%
At Meets Grade Level or Above	2021	28%	23%	42%	24%	43%	42%	80%	59%	-	40%	16%	*	42%	40%	35%	31%
	2019	37%	27%	35%	21%	29%	38%	*	57%	*	60%	13%	*	38%	26%	28%	27%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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At Masters Grade Level	2021	14%	10%	17%	5%	16%	18%	80%	29%	-	0%	5%	*	18%	14%	13%	23%
	2019	21%	14%	19%	7%	15%	21%	*	38%	*	40%	5%	*	22%	12%	13%	14%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	62%	76%	69%	71%	80%	*	77%	-	50%	29%	80%	78%	66%	69%	42%
	2019	68%	63%	77%	53%	71%	83%	60%	94%	-	67%	24%	77%	81%	64%	69%	51%
At Meets Grade Level or Above	2021	50%	44%	62%	53%	53%	67%	*	73%	-	33%	18%	80%	64%	54%	54%	30%
	2019	50%	45%	63%	40%	60%	66%	40%	85%	-	67%	17%	62%	68%	46%	54%	32%
At Masters Grade Level	2021	12%	8%	15%	6%	10%	17%	*	27%	-	0%	0%	0%	17%	5%	9%	3%
	2019	11%	8%	20%	6%	13%	23%	20%	41%	-	0%	7%	38%	23%	11%	11%	2%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	66%	81%	60%	82%	82%	*	96%	*	*	41%	*	83%	74%	77%	58%
	2019	68%	63%	76%	54%	70%	82%	60%	84%	-	86%	42%	*	80%	64%	69%	49%
At Meets Grade Level or Above	2021	57%	51%	73%	50%	75%	71%	*	92%	*	*	38%	*	76%	60%	66%	50%
	2019	49%	44%	59%	43%	52%	63%	20%	68%	-	71%	17%	*	61%	49%	50%	19%
At Masters Grade Level	2021	11%	8%	18%	25%	12%	18%	*	31%	*	*	3%	*	19%	14%	12%	4%
	2019	8%	5%	11%	0%	12%	11%	0%	19%	-	14%	0%	*	11%	9%	8%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	69%	85%	87%	80%	87%	*	100%	-	60%	58%	*	86%	81%	79%	68%
	2019	85%	80%	91%	94%	88%	92%	*	91%	-	100%	50%	91%	93%	86%	88%	82%
At Meets Grade Level or Above	2021	41%	36%	54%	48%	48%	57%	*	68%	-	0%	26%	*	57%	40%	45%	38%
	2019	61%	51%	66%	50%	65%	66%	*	82%	-	71%	28%	82%	71%	50%	59%	58%
At Masters Grade Level	2021	23%	17%	29%	23%	23%	30%	*	48%	-	0%	5%	*	31%	19%	23%	22%
	2019	37%	27%	31%	22%	25%	31%	*	56%	-	29%	13%	45%	32%	27%	27%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	75%	85%	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
	2019	88%	86%	93%	78%	93%	95%	*	100%	-	100%	58%	100%	95%	89%	91%	76%
At Meets Grade Level or Above	2021	55%	44%	65%	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
	2019	62%	54%	76%	59%	71%	77%	*	100%	-	83%	25%	91%	78%	68%	70%	44%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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At Masters Grade Level	2021	22%	13%	36%	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
	2019	25%	16%	37%	24%	30%	39%	*	59%	-	33%	13%	55%	39%	32%	31%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	82%	94%	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
	2019	93%	87%	95%	87%	93%	98%	-	86%	-	*	82%	*	97%	87%	94%	76%
At Meets Grade Level or Above	2021	69%	60%	80%	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
	2019	73%	62%	79%	61%	68%	85%	-	77%	-	*	44%	*	83%	60%	70%	28%
At Masters Grade Level	2021	43%	34%	55%	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%
	2019	45%	33%	49%	30%	40%	53%	-	59%	-	*	20%	*	52%	31%	41%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	92%	98%	*	83%	100%	-	100%	-	*	-	-	98%	*	100%	*
At Meets Grade Level or Above	2021	69%	56%	81%	*	67%	81%	-	100%	-	*	-	-	84%	*	90%	*
At Masters Grade Level	2021	14%	5%	10%	*	33%	3%	-	25%	-	*	-	-	11%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	80%	63%	78%	83%	92%	88%	67%	70%	43%	89%	82%	72%	72%	69%
	2019	78%	72%	83%	69%	81%	85%	74%	92%	92%	79%	44%	92%	86%	74%	77%	75%
At Meets Grade Level or Above	2021	41%	35%	53%	30%	49%	58%	73%	65%	22%	36%	22%	56%	56%	41%	43%	38%
	2019	50%	42%	55%	37%	50%	59%	42%	75%	31%	49%	21%	73%	59%	44%	46%	40%
At Masters Grade Level	2021	18%	14%	26%	12%	22%	29%	49%	41%	11%	18%	6%	19%	28%	19%	18%	18%
	2019	24%	17%	26%	13%	21%	29%	23%	43%	15%	15%	8%	43%	29%	18%	19%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	80%	68%	77%	83%	100%	86%	*	68%	41%	82%	82%	71%	73%	68%
	2019	75%	70%	81%	67%	80%	84%	70%	90%	80%	77%	40%	85%	84%	73%	76%	72%
At Meets Grade Level or Above	2021	45%	39%	55%	31%	51%	60%	82%	66%	*	38%	24%	55%	58%	44%	45%	39%
	2019	48%	42%	56%	36%	51%	60%	40%	75%	20%	53%	19%	65%	60%	44%	47%	39%
At Masters Grade Level	2021	18%	14%	26%	14%	21%	29%	45%	34%	*	29%	6%	18%	27%	20%	18%	17%
	2019	21%	16%	26%	13%	21%	30%	20%	41%	20%	12%	7%	38%	29%	18%	19%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	61%	80%	59%	77%	84%	89%	92%	*	70%	46%	94%	82%	71%	72%	71%
	2019	82%	76%	86%	75%	86%	87%	83%	93%	100%	76%	48%	92%	88%	77%	81%	82%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	32%	51%	26%	47%	57%	56%	65%	*	27%	21%	68%	55%	36%	40%	41%
	2019	52%	42%	55%	37%	52%	57%	42%	76%	40%	43%	24%	73%	58%	45%	47%	46%
At Masters Grade Level	2021	18%	13%	25%	12%	21%	28%	33%	44%	*	10%	6%	23%	27%	17%	17%	20%
	2019	26%	18%	27%	15%	23%	28%	33%	49%	20%	18%	9%	46%	29%	20%	21%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	56%	77%	61%	76%	80%	*	74%	-	64%	34%	91%	80%	67%	68%	66%
	2019	68%	64%	77%	59%	70%	82%	*	89%	*	92%	33%	100%	81%	66%	70%	67%
At Meets Grade Level or Above	2021	30%	26%	41%	18%	41%	43%	*	42%	-	50%	17%	18%	43%	32%	29%	30%
	2019	38%	34%	48%	33%	40%	52%	*	68%	*	17%	14%	83%	53%	33%	36%	42%
At Masters Grade Level	2021	9%	7%	13%	6%	12%	14%	*	19%	-	14%	1%	0%	14%	7%	6%	9%
	2019	14%	10%	18%	8%	13%	21%	*	23%	*	0%	1%	50%	21%	8%	9%	9%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	81%	66%	80%	84%	86%	89%	*	69%	43%	100%	82%	78%	72%	71%
	2019	81%	76%	83%	66%	84%	85%	71%	97%	*	81%	44%	100%	85%	79%	78%	76%
At Meets Grade Level or Above	2021	44%	36%	56%	38%	52%	61%	71%	66%	*	31%	22%	60%	58%	50%	45%	38%
	2019	54%	45%	57%	39%	50%	60%	43%	83%	*	63%	20%	78%	60%	48%	50%	35%
At Masters Grade Level	2021	20%	14%	31%	14%	28%	34%	57%	50%	*	14%	6%	30%	33%	24%	21%	20%
	2019	25%	17%	25%	13%	19%	28%	29%	47%	*	13%	8%	39%	26%	21%	18%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	67%	83%	63%	78%	87%	89%	94%	-	100%	48%	80%	84%	78%	78%	62%
	2019	81%	74%	84%	65%	79%	87%	*	91%	*	88%	61%	*	87%	70%	74%	66%
At Meets Grade Level or Above	2021	49%	41%	60%	37%	57%	62%	89%	82%	-	70%	25%	60%	63%	47%	54%	38%
	2019	55%	45%	57%	39%	47%	64%	*	67%	*	75%	31%	*	62%	40%	45%	27%
At Masters Grade Level	2021	29%	22%	36%	9%	33%	38%	67%	63%	-	20%	8%	20%	37%	26%	30%	21%
	2019	33%	24%	34%	18%	26%	38%	*	49%	*	50%	14%	*	38%	20%	25%	11%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	74	77	78	73	*	69	*	83	71	*	75	73	76	75
	2018	63	59	66	59	67	68	*	58	*	*	68	92	66	66	64	66
Grade 4 Mathematics	2019	65	62	77	92	78	75	*	85	*	50	75	*	77	77	76	76
	2018	65	55	70	65	68	70	*	77	*	*	48	50	71	68	70	65
Grade 5 ELA/Reading	2019	81	78	66	64	64	65	*	83	-	80	53	90	64	74	64	63
	2018	80	75	58	50	55	59	*	74	-	90	45	*	59	58	58	60
Grade 5 Mathematics	2019	83	81	67	73	65	65	*	88	-	60	58	100	68	64	66	75
	2018	81	75	55	48	58	52	*	81	-	70	57	*	55	55	57	65
Grade 6 ELA/Reading	2019	42	39	46	54	37	47	*	58	-	33	31	*	45	48	49	37
	2018	47	40	48	47	46	49	*	57	-	*	48	*	51	40	41	55
Grade 6 Mathematics	2019	54	51	59	67	51	61	*	39	-	92	39	*	59	60	57	46
	2018	56	50	55	50	56	54	*	74	-	*	60	*	54	57	55	61
Grade 7 ELA/Reading	2019	77	77	78	69	80	78	*	88	-	*	71	*	78	79	77	78
	2018	76	71	69	58	69	72	*	76	*	75	56	60	70	68	68	74
Grade 7 Mathematics	2019	62	61	70	57	65	74	*	86	-	*	58	*	74	60	64	68
	2018	67	64	68	45	75	67	*	79	*	67	40	70	69	64	64	83
Grade 8 ELA/Reading	2019	77	76	83	80	82	83	*	88	*	100	67	*	85	77	82	88
	2018	79	76	76	72	74	78	*	78	-	79	68	78	76	77	76	73
Grade 8 Mathematics	2019	82	82	73	77	75	70	*	81	*	*	50	-	71	80	77	79
	2018	81	77	66	67	67	65	*	81	-	57	51	57	66	66	65	67
End of Course English II	2019	69	66	66	58	67	66	*	71	-	80	56	*	67	62	65	63
	2018	67	66	62	77	63	59	-	73	-	*	58	70	62	62	59	50
End of Course Algebra I	2019	75	69	79	71	75	81	*	79	-	93	58	90	80	74	76	89
	2018	72	65	77	72	71	79	60	87	-	*	58	70	80	66	72	70
All Grades Both Subjects	2019	69	66	70	69	68	70	79	77	*	76	57	84	70	68	69	68
	2018	69	64	64	58	64	64	50	75	*	65	54	65	65	62	62	66
All Grades ELA/Reading	2019	68	66	69	66	68	68	75	76	*	74	59	75	69	68	69	66
	2018	69	65	64	59	62	64	42	69	*	68	56	70	64	62	61	64
All Grades Mathematics	2019	70	67	71	71	68	71	83	78	*	77	56	90	72	68	69	70
	2018	70	64	65	57	66	64	56	80	*	62	52	60	66	63	64	68

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	63%	80%	68%	54%	-	-	88%	73%	60%	50%	60%	-	76%	82%	62%	94%
	2019	78%	72%	83%	75%	75%	-	-	-		63%	65%	59%		63%		64%	
At Meets Grade Level or Above	2021	41%	35%	53%	42%	38%	-	-	50%	42%	26%	6%	26%	-	39%	55%	29%	75%
	2019	50%	42%	55%	32%	32%	-	-	-		28%	31%	20%		23%		28%	
At Masters Grade Level	2021	18%	14%	26%	21%	19%	-	-	33%	17%	9%	6%	9%	-	7%	27%	11%	42%
	2019	24%	17%	26%	11%	11%	-	-	-		9%	10%	6%		7%		9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	80%	68%	56%	-	-	83%	68%	58%	43%	59%	-	80%	82%	61%	95%
	2019	75%	70%	81%	68%	68%	-	-	-		61%	64%	57%		48%		61%	
At Meets Grade Level or Above	2021	45%	39%	55%	38%	50%	-	-	42%	26%	27%	0%	28%	-	60%	57%	31%	74%
	2019	48%	42%	56%	24%	24%	-	-	-		27%	32%	19%		19%		26%	
At Masters Grade Level	2021	18%	14%	26%	15%	13%	-	-	25%	11%	9%	0%	9%	-	13%	27%	10%	47%
	2019	21%	16%	26%	5%	5%	-	-	-		8%	12%	3%		5%		8%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	61%	80%	66%	44%	-	-	92%	68%	64%	43%	65%	-	71%	81%	65%	95%
	2019	82%	76%	86%	86%	86%	-	-	-		70%	73%	64%		80%		74%	
At Meets Grade Level or Above	2021	37%	32%	51%	45%	38%	-	-	58%	42%	29%	14%	29%	-	21%	53%	31%	80%
	2019	52%	42%	55%	39%	39%	-	-	-		33%	36%	25%		30%		34%	
At Masters Grade Level	2021	18%	13%	25%	30%	31%	-	-	42%	21%	11%	14%	11%	-	0%	26%	13%	43%
	2019	26%	18%	27%	14%	14%	-	-	-		14%	15%	11%		20%		14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	56%	77%	63%	63%	-	-	-	-	60%	*	59%	-	71%	78%	61%	96%
	2019	68%	64%	77%	50%	50%	-	-	-		51%	57%	22%		*		51%	
At Meets Grade Level or Above	2021	30%	26%	41%	25%	25%	-	-	-	-	19%	*	21%	-	43%	42%	21%	73%
	2019	38%	34%	48%	25%	25%	-	-	-		27%	33%	0%		*		26%	
At Masters Grade Level	2021	9%	7%	13%	13%	13%	-	-	-	-	3%	*	3%	-	0%	13%	5%	27%
	2019	14%	10%	18%	13%	13%	-	-	-		2%	2%	0%		*		3%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	81%	90%	-	-	-	-	90%	59%	-	59%	-	*	82%	63%	95%
	2019	81%	76%	83%	82%	82%	-	-	-		64%	62%	70%		80%		68%	
At Meets Grade Level or Above	2021	44%	36%	56%	70%	-	-	-	-	70%	21%	-	21%	-	*	58%	26%	72%
	2019	54%	45%	57%	36%	36%	-	-	-		22%	23%	20%		20%		24%	
At Masters Grade Level	2021	20%	14%	31%	20%	-	-	-	-	20%	11%	-	11%	-	*	33%	12%	41%
	2019	25%	17%	25%	18%	18%	-	-	-		5%	3%	10%		0%		7%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	67%	83%	-	-	-	-	-	-	50%	-	50%	-	*	85%	51%	83%
	2019	81%	74%	84%	-	-	-	-	-	-	48%	36%	58%	-	80%		53%	
At Meets Grade Level or Above	2021	49%	41%	60%	-	-	-	-	-	-	18%	-	18%	-	*	62%	21%	71%
	2019	55%	45%	57%	-	-	-	-	-	-	15%	7%	21%	-	40%		18%	
At Masters Grade Level	2021	29%	22%	36%	-	-	-	-	-	-	8%	-	8%	-	*	37%	10%	33%
	2019	33%	24%	34%	-	-	-	-	-	-	6%	7%	5%	-	0%		5%	

* 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
2020-21 STAAR Participation (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	96%	94%	96%	96%	93%	97%	100%	92%	96%	84%	99%	88%	95%	95%
Not Included in Accountability: Mobile	4%	4%	3%	5%	2%	3%	7%	2%	0%	8%	3%	16%	1%	10%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%	1%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Attendance Rate													
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%
2018-19	95.4%	94.7%	96.0%	95.4%	96.1%	95.8%	94.8%	98.0%	*	95.9%	94.9%	95.2%	96.1%
Chronic Absenteeism													
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%
2018-19	11.4%	14.1%	9.7%	13.2%	7.7%	10.8%	13.8%	2.5%	0.0%	13.4%	13.7%	12.8%	8.0%
Annual Dropout Rate (Gr 7-8)													
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%
2018-19	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
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%
2018-19	1.9%	2.1%	0.6%	0.0%	0.8%	0.4%	0.0%	0.0%	-	7.1%	1.1%	1.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%
Class of 2019													
Graduated	90.0%	89.9%	95.6%	92.6%	93.2%	97.6%	*	96.7%	-	75.0%	92.5%	91.3%	83.3%
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	3.7%	2.6%	2.5%	3.7%	4.5%	1.5%	*	3.3%	-	0.0%	7.5%	4.7%	16.7%
Dropped Out	5.9%	7.2%	1.7%	3.7%	2.3%	0.5%	*	0.0%	-	25.0%	0.0%	3.1%	0.0%
Graduates and TxCHSE	90.4%	90.1%	95.8%	92.6%	93.2%	98.0%	*	96.7%	-	75.0%	92.5%	92.1%	83.3%
Graduates, TxCHSE, and Continuers	94.1%	92.8%	98.3%	96.3%	97.7%	99.5%	*	100.0%	-	75.0%	100.0%	96.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.6%	93.7%	100.0%	93.2%	92.3%	-	100.0%	-	*	89.2%	92.7%	83.3%
Received TxCHSE	0.6%	0.5%	1.6%	0.0%	1.4%	2.1%	-	0.0%	-	*	0.0%	1.6%	0.0%
Continued HS	1.1%	0.9%	0.3%	0.0%	0.0%	0.4%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.0%	4.4%	0.0%	5.4%	5.2%	-	0.0%	-	*	10.8%	5.6%	16.7%
Graduates and TxCHSE	92.8%	92.0%	95.4%	100.0%	94.6%	94.4%	-	100.0%	-	*	89.2%	94.4%	83.3%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	95.6%	100.0%	94.6%	94.8%	-	100.0%	-	*	89.2%	94.4%	83.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%
Class of 2017													
Graduated	92.4%	93.0%	95.2%	96.2%	92.2%	95.3%	*	100.0%	*	100.0%	94.4%	90.5%	62.5%
Received TxCHSE	0.7%	0.6%	1.0%	0.0%	1.3%	1.2%	*	0.0%	*	0.0%	2.8%	1.6%	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	6.3%	6.0%	3.8%	3.8%	6.5%	3.5%	*	0.0%	*	0.0%	2.8%	7.9%	37.5%
Graduates and TxCHSE	93.2%	93.6%	96.2%	96.2%	93.5%	96.5%	*	100.0%	*	100.0%	97.2%	92.1%	62.5%
Graduates, TxCHSE, and Continuers	93.7%	94.0%	96.2%	96.2%	93.5%	96.5%	*	100.0%	*	100.0%	97.2%	92.1%	62.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	90.3%	94.7%	100.0%	93.2%	94.4%	*	95.0%	-	*	87.5%	92.0%	85.7%
Class of 2019	90.0%	89.9%	95.0%	92.6%	93.2%	96.6%	*	96.7%	-	75.0%	90.2%	91.3%	83.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	99.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	12.5%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	9.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	72.2%	81.6%	66.7%	79.7%	81.9%	*	100.0%	-	*	35.7%	72.2%	16.7%
Class of 2019	83.5%	76.0%	86.0%	76.0%	84.1%	86.0%	*	96.6%	-	100.0%	24.3%	84.5%	90.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	81.9%	66.7%	79.7%	82.4%	*	100.0%	-	*	35.7%	72.2%	16.7%
Class of 2019	87.6%	85.8%	86.0%	76.0%	84.1%	86.0%	*	96.6%	-	100.0%	24.3%	84.5%	90.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	94.4%	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	12.4%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	4.4%	9.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	71.0%	79.2%	64.0%	77.1%	79.7%	*	95.0%	-	*	31.9%	68.9%	12.5%
2018-19	82.1%	74.3%	85.5%	72.0%	83.1%	86.1%	*	96.4%	-	100.0%	22.2%	84.2%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.3%	79.5%	64.0%	77.1%	80.2%	*	95.0%	-	*	31.9%	68.9%	12.5%
2018-19	85.9%	84.2%	85.0%	72.0%	83.1%	85.2%	*	96.4%	-	100.0%	21.1%	84.2%	80.0%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	331	100.0%	360,220	100.0%
By Ethnicity:				
African American	25	7.6%	44,729	12.4%
Hispanic	70	21.1%	184,060	51.1%
White	212	64.0%	105,215	29.2%
American Indian	1	0.3%	1,226	0.3%
Asian	20	6.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	3	0.9%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	68	20.5%	49,535	13.8%
Foundation H.S. Program (Endorsement)	1	0.3%	15,689	4.4%
Foundation H.S. Program (DLA)	262	79.2%	292,532	81.2%
Special Education Graduates	47	14.2%	29,018	8.1%
Economically Disadvantaged Graduates	119	36.0%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	2.4%	29,639	8.2%
At-Risk Graduates	73	22.1%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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)													
2019-20	63.0%	48.2%	56.2%	36.0%	48.6%	58.5%	*	80.0%	-	*	48.9%	45.4%	25.0%
2018-19	72.9%	65.3%	74.2%	70.0%	78.3%	72.9%	*	82.1%	-	50.0%	72.4%	66.3%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	36.9%	43.5%	12.0%	37.1%	45.3%	*	80.0%	-	*	4.3%	31.1%	0.0%
2018-19	53.0%	37.6%	51.0%	40.0%	49.4%	51.2%	*	67.9%	-	33.3%	5.3%	38.3%	10.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	46.5%	53.2%	28.0%	48.6%	54.2%	*	85.0%	-	*	8.5%	42.9%	0.0%
2018-19	60.7%	47.7%	59.4%	40.0%	57.8%	61.6%	*	71.4%	-	33.3%	13.2%	43.3%	10.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	28.8%	38.1%	12.0%	32.9%	39.2%	*	70.0%	-	*	8.5%	26.1%	0.0%
2018-19	48.6%	32.1%	45.0%	24.0%	41.0%	44.8%	*	75.0%	-	50.0%	2.6%	30.0%	30.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	26.9%	36.9%	8.0%	31.4%	38.2%	*	70.0%	-	*	4.3%	25.2%	0.0%
2018-19	44.2%	30.1%	43.2%	24.0%	39.8%	44.3%	*	64.3%	-	33.3%	2.6%	27.5%	10.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	3.7%	6.9%	0.0%	5.7%	6.1%	*	30.0%	-	*	0.0%	4.2%	0.0%
2018-19	21.1%	5.0%	8.1%	0.0%	8.4%	6.9%	*	25.0%	-	0.0%	0.0%	5.0%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	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)													
2019-20	24.6%	24.7%	28.4%	8.0%	25.7%	29.2%	*	50.0%	-	*	0.0%	14.3%	0.0%
2018-19	23.1%	20.8%	29.1%	24.0%	25.3%	29.6%	*	46.4%	-	16.7%	2.6%	23.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	2.3%	1.4%	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)													
2019-20	18.7%	15.3%	17.8%	28.0%	15.7%	18.4%	*	10.0%	-	*	48.9%	17.6%	25.0%
2018-19	40.4%	43.3%	41.9%	42.0%	47.0%	43.1%	*	25.0%	-	16.7%	71.1%	41.7%	40.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	9.5%	13.0%	16.0%	11.4%	13.7%	*	10.0%	-	*	19.1%	14.3%	25.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

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
2018-19	10.7%	9.1%	18.2%	20.0%	21.7%	18.7%	*	7.1%	-	0.0%	34.2%	18.3%	20.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.8%	0.6%	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	0.6%	0.8%	0.3%	0.0%	1.2%	0.0%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	2.3%	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)													
2019-20	3.7%	4.2%	4.5%	16.0%	2.9%	4.2%	*	0.0%	-	*	31.9%	4.2%	0.0%
2018-19	2.7%	1.8%	2.3%	0.0%	3.6%	2.5%	*	0.0%	-	0.0%	21.1%	1.7%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	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	2019-20	30.1%	19.7%	6.3%	8.0%	4.3%	5.7%	*	20.0%	-	*	4.3%	6.7%	0.0%
	2018-19	33.4%	22.6%	22.8%	32.0%	19.3%	26.6%	*	3.6%	-	0.0%	10.5%	12.5%	0.0%
Mathematics	2019-20	21.2%	12.1%	5.4%	4.0%	5.7%	4.7%	*	10.0%	-	*	4.3%	4.2%	0.0%
	2018-19	24.7%	15.8%	21.6%	24.0%	16.9%	24.1%	*	14.3%	-	33.3%	2.6%	13.3%	20.0%
Both Subjects	2019-20	16.4%	8.7%	2.4%	0.0%	2.9%	2.4%	*	5.0%	-	*	0.0%	2.5%	0.0%
	2018-19	18.8%	10.1%	12.7%	16.0%	9.6%	15.8%	*	0.0%	-	0.0%	0.0%	4.2%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	2.7%	0.6%	8.0%	0.0%	0.0%	*	0.0%	-	*	2.1%	1.7%	0.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2018-19	7.3%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	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	2020	22.0%	5.6%	6.2%	0.0%	7.3%	5.3%	*	17.6%	-	0.0%	0.0%	4.7%	0.0%
	2019	25.2%	6.8%	6.6%	3.7%	4.1%	5.5%	*	31.3%	-	0.0%	0.0%	2.3%	0.0%
English Language Arts	2020	12.7%	3.4%	1.6%	0.0%	0.6%	1.3%	*	9.8%	-	0.0%	0.0%	1.6%	0.0%
	2019	14.5%	3.9%	3.7%	0.0%	1.8%	3.4%	*	18.8%	-	0.0%	0.0%	0.4%	0.0%
Mathematics	2020	6.4%	1.0%	2.5%	0.0%	1.8%	2.5%	*	7.8%	-	0.0%	0.0%	1.6%	0.0%
	2019	7.4%	1.7%	3.2%	0.0%	1.8%	2.7%	*	16.7%	-	0.0%	0.0%	1.1%	0.0%
Science	2020	9.4%	1.5%	1.8%	0.0%	1.8%	1.8%	*	3.9%	-	0.0%	0.0%	1.2%	0.0%
	2019	10.4%	1.9%	0.8%	0.0%	0.0%	0.5%	*	8.3%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2020	12.4%	2.6%	2.4%	0.0%	1.2%	2.3%	*	9.8%	-	0.0%	0.0%	2.0%	0.0%
	2019	13.9%	2.6%	2.8%	3.7%	1.8%	2.3%	*	10.4%	-	0.0%	0.0%	1.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	45.7%	73.8%	-	83.3%	61.9%	-	88.9%	-	-	-	58.3%	-
	2019	51.0%	33.4%	68.8%	*	57.1%	66.7%	-	86.7%	-	-	-	50.0%	-
English Language Arts	2020	50.1%	33.0%	27.3%	-	*	0.0%	-	60.0%	-	-	-	*	-
	2019	41.2%	32.2%	55.6%	-	*	40.0%	-	88.9%	-	-	-	*	-
Mathematics	2020	56.5%	38.3%	100.0%	-	*	100.0%	-	*	-	-	-	*	-
	2019	52.2%	36.5%	95.7%	-	*	91.7%	-	100.0%	-	-	-	*	-
Science	2020	47.6%	37.8%	33.3%	-	*	28.6%	-	*	-	-	-	*	-
	2019	40.6%	19.6%	33.3%	-	-	*	-	*	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	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	2020	52.3%	34.8%	25.0%	-	*	11.1%	-	60.0%	-	-	-	0.0%	-
	2019	46.3%	30.8%	35.0%	*	*	50.0%	-	40.0%	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	63.4%	62.8%	48.0%	51.4%	65.1%	*	90.0%	-	*	23.4%	51.3%	12.5%
	2018-19	75.0%	60.2%	68.6%	64.0%	72.3%	65.0%	*	89.3%	-	66.7%	13.2%	61.0%	50.0%
At/Above Criterion for All Examinees	2019-20	35.7%	30.7%	54.3%	16.7%	52.8%	55.1%	*	77.8%	-	*	18.2%	45.9%	*
	2018-19	36.1%	31.7%	40.8%	6.3%	40.0%	40.2%	*	64.0%	-	*	0.0%	30.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	995	1069	924	1043	1075	*	1177	-	*	914	1050	*
	2018-19	1027	1011	1058	944	1036	1063	*	1150	-	*	916	1024	*
English Language Arts and Writing	2019-20	513	507	539	461	528	544	*	578	-	*	456	529	*
	2018-19	517	514	537	476	524	542	*	578	-	*	458	517	*
Mathematics	2019-20	506	488	530	463	515	531	*	599	-	*	457	520	*
	2018-19	510	497	521	469	513	521	*	573	-	*	458	506	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	20	21	*	19	21	-	28	-	-	15	21	-
	2018-19	21	20	21	17	22	22	-	23	-	*	*	20	*
English Language Arts	2019-20	20	20	22	*	19	22	-	29	-	-	14	22	-
	2018-19	20	20	22	18	22	22	-	24	-	*	*	20	*
Mathematics	2019-20	20	20	21	*	19	20	-	27	-	-	16	21	-
	2018-19	20	20	20	16	21	20	-	23	-	*	*	19	*
Science	2019-20	21	20	21	*	20	21	-	27	-	-	15	21	-
	2018-19	21	20	21	17	22	21	-	23	-	*	*	20	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	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	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%
	2018-19	44.6%	34.6%	29.8%	15.6%	29.2%	30.5%	27.3%	41.2%	-	37.5%	6.6%	22.5%	7.9%
English Language Arts	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%
	2018-19	17.8%	13.7%	8.7%	5.8%	6.5%	9.0%	0.0%	14.9%	-	18.2%	0.6%	5.6%	0.0%
Mathematics	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%
	2018-19	20.4%	18.6%	13.9%	3.5%	13.7%	13.3%	0.0%	28.6%	-	21.7%	0.6%	10.2%	1.8%
Science	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%
	2018-19	21.7%	16.1%	24.8%	14.8%	25.5%	25.2%	22.2%	30.4%	-	27.3%	5.4%	19.0%	7.1%
Social Studies	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%
	2018-19	23.6%	15.7%	16.4%	12.4%	14.7%	16.3%	0.0%	26.6%	-	22.7%	1.6%	12.1%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	70.0%	66.5%	64.0%	67.1%	69.8%	*	40.0%	-	*	74.5%	66.4%	50.0%
	2018-19	59.0%	65.8%	59.4%	60.0%	65.1%	60.1%	*	42.9%	-	33.3%	81.6%	59.2%	60.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.6%	65.4%	56.0%	72.3%	61.6%	*	82.1%	-	66.7%	34.2%	56.8%	70.0%
	2017-18	53.4%	50.9%	61.3%	50.0%	61.1%	59.8%	-	83.3%	-	*	28.9%	52.5%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	22.7%	10.0%	*	4.8%	11.4%	-	10.0%	-	*	*	0.0%	-
	2017-18	60.7%	55.2%	66.3%	41.7%	61.4%	65.9%	-	91.7%	-	*	18.2%	51.7%	*

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,995	100.0%	5,359,040	100.0%	5,022	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	26	0.5%	13,855	0.3%	51	1.0%	20,991	0.4%
Pre-Kindergarten	63	1.3%	196,560	3.7%	63	1.3%	197,093	3.7%
Kindergarten	348	7.0%	360,865	6.7%	348	6.9%	361,349	6.7%
Grade 1	364	7.3%	380,973	7.1%	364	7.2%	381,403	7.1%
Grade 2	408	8.2%	379,725	7.1%	408	8.1%	380,122	7.1%
Grade 3	371	7.4%	380,802	7.1%	372	7.4%	381,135	7.1%
Grade 4	392	7.8%	385,090	7.2%	392	7.8%	385,364	7.2%
Grade 5	420	8.4%	395,436	7.4%	420	8.4%	395,649	7.4%
Grade 6	366	7.3%	414,197	7.7%	366	7.3%	414,357	7.7%
Grade 7	383	7.7%	421,222	7.9%	383	7.6%	421,347	7.8%
Grade 8	396	7.9%	422,386	7.9%	396	7.9%	422,505	7.9%
Grade 9	400	8.0%	436,396	8.1%	400	8.0%	436,523	8.1%
Grade 10	344	6.9%	420,502	7.8%	344	6.8%	420,705	7.8%
Grade 11	379	7.6%	388,143	7.2%	379	7.5%	388,443	7.2%
Grade 12	335	6.7%	362,888	6.8%	336	6.7%	364,600	6.8%
Ethnic Distribution:								
African American	420	8.4%	680,285	12.7%	420	8.4%	681,401	12.7%
Hispanic	1,404	28.1%	2,835,771	52.9%	1,409	28.1%	2,840,982	52.9%
White	2,662	53.3%	1,418,789	26.5%	2,683	53.4%	1,424,251	26.5%
American Indian	25	0.5%	18,712	0.3%	25	0.5%	18,755	0.3%
Asian	340	6.8%	253,856	4.7%	341	6.8%	254,163	4.7%
Pacific Islander	7	0.1%	8,259	0.2%	7	0.1%	8,271	0.2%
Two or More Races	137	2.7%	143,368	2.7%	137	2.7%	143,763	2.7%
Sex:								
Female	2,431	48.7%	2,620,239	48.9%	2,439	48.6%	2,624,722	48.9%
Male	2,564	51.3%	2,738,801	51.1%	2,583	51.4%	2,746,864	51.1%
Economically Disadvantaged	2,538	50.8%	3,229,178	60.3%	2,548	50.7%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,457	49.2%	2,129,862	39.7%	2,474	49.3%	2,138,169	39.8%
Section 504 Students	422	8.4%	387,490	7.2%	422	8.4%	387,622	7.2%
EB Students/EL	503	10.1%	1,108,207	20.7%	503	10.0%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	73	1.3%	66,833	1.2%				
Students w/ Dyslexia	218	4.4%	241,070	4.5%	218	4.3%	241,197	4.5%
Foster Care	14	0.3%	17,033	0.3%	14	0.3%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	9	0.2%	57,709	1.1%	9	0.2%	57,811	1.1%
Immigrant	17	0.3%	108,025	2.0%	17	0.3%	108,092	2.0%
Migrant	4	0.1%	16,657	0.3%	4	0.1%	16,733	0.3%
Title I	2,146	43.0%	3,457,855	64.5%	2,163	43.1%	3,464,887	64.5%
Military Connected	74	1.5%	144,596	2.7%	74	1.5%	144,683	2.7%
At-Risk	1,875	37.5%	2,634,284	49.2%	1,876	37.4%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	471	9.4%	1,123,936	21.0%	471	9.4%	1,124,413	20.9%
Gifted and Talented Education	224	4.5%	443,781	8.3%	224	4.5%	443,849	8.3%
Special Education	589	11.8%	595,885	11.1%	601	12.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	589		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	190	32.3%	253,352	42.5%				
Students with Physical Disabilities	155	26.3%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	151	25.6%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	443	9.0%	726,083	13.8%				
By Ethnicity:								
African American	93	1.9%	148,832	2.8%				
Hispanic	105	2.1%	372,491	7.1%				
White	205	4.1%	160,748	3.1%				
American Indian	4	0.1%	2,944	0.1%				
Asian	17	0.3%	18,370	0.4%				
Pacific Islander	1	0.0%	1,484	0.0%				
Two or More Races	18	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	51	8.2%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	39	9.3%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	269	11.4%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	554	13.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.6%	1.4%	3.3%	4.8%
Grade 1	1.8%	1.9%	0.0%	3.2%
Grade 2	1.2%	1.0%	0.0%	1.4%
Grade 3	0.6%	0.5%	0.0%	0.6%
Grade 4	0.3%	0.3%	3.1%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	3.1%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.1%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.3	17.7
Grade 1	19.1	18.0
Grade 2	20.1	18.0
Grade 3	18.7	18.2
Grade 4	19.3	18.3
Grade 5	21.1	19.8
Grade 6	18.6	19.4
Secondary:		
English/Language Arts	14.1	15.7
Foreign Languages	19.4	17.8
Mathematics	17.5	16.9
Science	18.4	17.9
Social Studies	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	674.3	100.0%	745,316.3	100.0%
Professional Staff:	447.0	66.3%	479,219.1	64.3%
Teachers	366.1	54.3%	369,395.4	49.6%
Professional Support	54.0	8.0%	78,787.8	10.6%
Campus Administration (School Leadership)	19.9	3.0%	22,378.5	3.0%
Central Administration	7.0	1.0%	8,657.4	1.2%
Educational Aides:	55.2	8.2%	79,348.7	10.6%
Auxiliary Staff:	172.1	25.5%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	5.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	14.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	80.7	12.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	4.0	1.1%	41,186.3	11.1%
Hispanic	27.5	7.5%	104,985.0	28.4%
White	324.5	88.7%	210,367.3	56.9%
American Indian	2.0	0.5%	1,261.0	0.3%
Asian	6.0	1.6%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	2.0	0.5%	4,320.9	1.2%
Teachers by Sex:				
Males	70.7	19.3%	88,006.1	23.8%
Females	295.3	80.7%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	0.5%	4,422.7	1.2%
Bachelors	305.8	83.5%	269,818.0	73.0%
Masters	56.2	15.4%	92,432.5	25.0%
Doctorate	2.0	0.5%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	16.7	4.6%	24,880.4	6.7%
1-5 Years Experience	61.0	16.7%	102,753.7	27.8%
6-10 Years Experience	76.0	20.8%	74,854.8	20.3%
11-20 Years Experience	112.2	30.7%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	68.1	18.6%	47,975.4	13.0%
Over 30 Years Experience	31.9	8.7%	11,278.0	3.1%
Number of Students per Teacher	13.6	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.4
Average Years Experience of Principals with District	5.0	5.5
Average Years Experience of Assistant Principals	4.7	5.5
Average Years Experience of Assistant Principals with District	3.7	4.8
Average Years Experience of Teachers:	14.8	11.2
Average Years Experience of Teachers with District:	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,316	\$50,849
1-5 Years Experience	\$52,213	\$53,288
6-10 Years Experience	\$54,446	\$56,282
11-20 Years Experience	\$59,016	\$59,900
21-30 Years Experience	\$65,343	\$64,637
Over 30 Years Experience	\$74,672	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$59,033	\$57,641
Professional Support	\$72,142	\$68,030
Campus Administration (School Leadership)	\$86,252	\$83,424
Central Administration	\$114,277	\$109,662
Instructional Staff Percent:	65.4%	64.6%
Turnover Rate for Teachers:	10.5%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND ISD (123905) - JEFFERSON COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	11.1	3.0%	22,870.6	6.2%
Career and Technical Education	17.2	4.7%	18,987.7	5.1%
Compensatory Education	9.7	2.7%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	280.9	76.7%	262,447.1	71.0%
Special Education	39.1	10.7%	34,862.5	9.4%
Other	8.0	2.2%	13,442.2	3.6%

- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: NEDERLAND H S

Campus Number: 123905001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	76%	76%	69%	71%	80%	*	77%	-	50%	29%	80%	78%	66%	69%	42%
	2019	68%	77%	77%	53%	71%	83%	60%	94%	-	67%	24%	77%	81%	64%	69%	51%
At Meets Grade Level or Above	2021	50%	62%	62%	53%	53%	67%	*	73%	-	33%	18%	80%	64%	54%	54%	30%
	2019	50%	63%	63%	40%	60%	66%	40%	85%	-	67%	17%	62%	68%	46%	54%	32%
At Masters Grade Level	2021	12%	15%	15%	6%	10%	17%	*	27%	-	0%	0%	0%	17%	5%	9%	3%
	2019	11%	20%	20%	6%	13%	23%	20%	41%	-	0%	7%	38%	23%	11%	11%	2%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	81%	81%	60%	82%	82%	*	96%	*	*	41%	*	83%	74%	77%	58%
	2019	68%	76%	76%	54%	70%	82%	60%	84%	-	86%	42%	*	80%	64%	69%	49%
At Meets Grade Level or Above	2021	57%	73%	73%	50%	75%	71%	*	92%	*	*	38%	*	76%	60%	66%	50%
	2019	49%	59%	59%	43%	52%	63%	20%	68%	-	71%	17%	*	61%	49%	50%	19%
At Masters Grade Level	2021	11%	18%	18%	25%	12%	18%	*	31%	*	*	3%	*	19%	14%	12%	4%
	2019	8%	11%	11%	0%	12%	11%	0%	19%	-	14%	0%	*	11%	9%	8%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	85%	82%	86%	77%	83%	*	100%	-	60%	57%	*	82%	78%	77%	63%
	2019	85%	91%	90%	93%	87%	90%	*	86%	-	100%	48%	89%	91%	85%	87%	79%
At Meets Grade Level or Above	2021	41%	54%	44%	43%	41%	49%	*	43%	-	0%	24%	*	47%	35%	39%	28%
	2019	61%	66%	59%	47%	61%	59%	*	71%	-	60%	26%	78%	64%	45%	55%	50%
At Masters Grade Level	2021	23%	29%	18%	14%	14%	22%	*	14%	-	0%	3%	*	20%	12%	16%	9%
	2019	37%	31%	23%	17%	21%	24%	*	33%	-	0%	10%	44%	24%	20%	21%	14%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	85%	85%	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
	2019	88%	93%	93%	78%	93%	95%	*	100%	-	100%	58%	100%	95%	89%	91%	76%
At Meets Grade Level or Above	2021	55%	65%	65%	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
	2019	62%	76%	76%	59%	71%	77%	*	100%	-	83%	25%	91%	78%	68%	70%	44%
At Masters Grade Level	2021	22%	36%	36%	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
	2019	25%	37%	37%	24%	30%	39%	*	59%	-	33%	13%	55%	39%	32%	31%	4%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	94%	94%	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
	2019	93%	95%	95%	87%	93%	98%	-	86%	-	*	82%	*	97%	87%	94%	76%
At Meets Grade Level or Above	2021	69%	80%	80%	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
	2019	73%	79%	79%	61%	68%	85%	-	77%	-	*	44%	*	83%	60%	70%	28%
At Masters Grade Level	2021	43%	55%	55%	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%
	2019	45%	49%	49%	30%	40%	53%	-	59%	-	*	20%	*	52%	31%	41%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	98%	98%	*	83%	100%	-	100%	-	*	-	-	98%	*	100%	*
At Meets Grade Level or Above	2021	69%	81%	81%	*	67%	81%	-	100%	-	*	-	-	84%	*	90%	*
At Masters Grade Level	2021	14%	10%	10%	*	33%	3%	-	25%	-	*	-	-	11%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	84%	76%	80%	86%	89%	93%	*	69%	46%	88%	85%	78%	79%	60%
	2019	78%	83%	86%	71%	81%	89%	75%	91%	-	89%	52%	85%	88%	76%	80%	63%
At Meets Grade Level or Above	2021	41%	53%	66%	51%	60%	69%	89%	79%	*	50%	29%	71%	68%	54%	58%	36%
	2019	50%	55%	67%	49%	62%	70%	38%	81%	-	74%	27%	69%	71%	53%	59%	33%
At Masters Grade Level	2021	18%	26%	28%	13%	23%	31%	22%	45%	*	15%	4%	18%	30%	19%	21%	11%
	2019	24%	26%	27%	15%	22%	30%	19%	42%	-	19%	10%	44%	29%	19%	21%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	78%	65%	77%	81%	*	87%	*	50%	34%	83%	80%	70%	73%	49%
	2019	75%	81%	77%	53%	71%	82%	60%	89%	-	77%	32%	71%	81%	64%	69%	50%
At Meets Grade Level or Above	2021	45%	55%	67%	52%	64%	69%	*	83%	*	40%	27%	67%	69%	57%	60%	39%
	2019	48%	56%	61%	41%	56%	65%	30%	77%	-	69%	17%	47%	65%	48%	52%	25%
At Masters Grade Level	2021	18%	26%	16%	13%	11%	18%	*	29%	*	20%	1%	0%	18%	9%	11%	3%
	2019	21%	26%	16%	4%	13%	18%	10%	31%	-	8%	4%	29%	18%	10%	10%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	84%	86%	77%	86%	*	100%	-	67%	57%	*	85%	80%	78%	64%
	2019	82%	86%	90%	93%	87%	90%	*	86%	-	100%	48%	89%	91%	85%	87%	79%
At Meets Grade Level or Above	2021	37%	51%	50%	45%	42%	54%	*	64%	-	0%	24%	*	53%	36%	42%	30%
	2019	52%	55%	59%	47%	61%	59%	*	71%	-	60%	26%	78%	64%	45%	55%	50%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	25%	17%	14%	15%	19%	*	18%	-	0%	3%	*	18%	11%	15%	12%
	2019	26%	27%	23%	17%	21%	24%	*	33%	-	0%	10%	44%	24%	20%	21%	14%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	81%	85%	82%	83%	86%	*	93%	-	80%	44%	*	87%	81%	81%	69%
	2019	81%	83%	93%	78%	93%	95%	*	100%	-	100%	58%	100%	95%	89%	91%	76%
At Meets Grade Level or Above	2021	44%	56%	65%	54%	56%	71%	*	68%	-	80%	30%	*	67%	58%	57%	28%
	2019	54%	57%	76%	59%	71%	77%	*	100%	-	83%	25%	91%	78%	68%	70%	44%
At Masters Grade Level	2021	20%	31%	36%	11%	32%	40%	*	54%	-	0%	6%	*	39%	25%	25%	21%
	2019	25%	25%	37%	24%	30%	39%	*	59%	-	33%	13%	55%	39%	32%	31%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	83%	94%	81%	90%	96%	*	97%	-	100%	70%	*	94%	92%	92%	68%
	2019	81%	84%	95%	87%	93%	98%	-	86%	-	*	82%	*	97%	87%	94%	76%
At Meets Grade Level or Above	2021	49%	60%	80%	56%	77%	82%	*	94%	-	100%	36%	*	83%	62%	76%	53%
	2019	55%	57%	79%	61%	68%	85%	-	77%	-	*	44%	*	83%	60%	70%	28%
At Masters Grade Level	2021	29%	36%	55%	15%	55%	57%	*	81%	-	40%	12%	*	56%	49%	48%	16%
	2019	33%	34%	49%	30%	40%	53%	-	59%	-	*	20%	*	52%	31%	41%	8%

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

- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	69	66	66	58	67	66	*	71	-	80	56	*	67	62	65	63
	2018	67	62	62	77	63	59	-	73	-	*	58	70	62	62	59	50
End of Course Algebra I	2019	75	79	78	69	76	81	*	71	-	90	56	100	80	73	75	85
	2018	72	77	76	73	73	77	*	88	-	*	58	*	79	66	70	66
All Grades Both Subjects	2019	69	70	72	64	71	73	60	71	-	85	56	82	73	68	70	72
	2018	69	64	69	75	68	67	*	79	-	75	58	63	70	64	65	60
All Grades ELA/Reading	2019	68	69	66	58	67	66	*	71	-	80	56	*	67	62	65	63
	2018	69	64	62	77	63	59	-	73	-	*	58	70	62	62	59	50
All Grades Mathematics	2019	70	71	78	69	76	81	*	71	-	90	56	100	80	73	75	85
	2018	70	65	76	73	73	77	*	88	-	*	58	*	79	66	70	66

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	84%	-	-	-	-	-	-	50%	-	50%	-	*	86%	50%	92%
	2019	78%	83%	86%	-	-	-	-	-	-	53%	71%	43%	-	50%		52%	
At Meets Grade Level or Above	2021	41%	53%	66%	-	-	-	-	-	-	24%	-	24%	-	*	68%	25%	72%
	2019	50%	55%	67%	-	-	-	-	-	-	26%	59%	8%	-	9%		23%	
At Masters Grade Level	2021	18%	26%	28%	-	-	-	-	-	-	6%	-	6%	-	*	30%	6%	28%
	2019	24%	26%	27%	-	-	-	-	-	-	5%	12%	2%	-	0%		4%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	78%	-	-	-	-	-	-	36%	-	36%	-	*	81%	38%	100%
	2019	75%	81%	77%	-	-	-	-	-	-	40%	50%	35%	-	23%		36%	
At Meets Grade Level or Above	2021	45%	55%	67%	-	-	-	-	-	-	28%	-	28%	-	*	70%	29%	82%
	2019	48%	56%	61%	-	-	-	-	-	-	17%	43%	6%	-	0%		13%	
At Masters Grade Level	2021	18%	26%	16%	-	-	-	-	-	-	0%	-	0%	-	*	17%	0%	18%
	2019	21%	26%	16%	-	-	-	-	-	-	2%	7%	0%	-	0%		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	84%	-	-	-	-	-	-	56%	-	56%	-	-	86%	56%	88%
	2019	82%	86%	90%	-	-	-	-	-	-	65%	89%	38%	-	*		68%	
At Meets Grade Level or Above	2021	37%	51%	50%	-	-	-	-	-	-	16%	-	16%	-	-	52%	16%	75%
	2019	52%	55%	59%	-	-	-	-	-	-	47%	89%	0%	-	*		42%	
At Masters Grade Level	2021	18%	25%	17%	-	-	-	-	-	-	12%	-	12%	-	-	18%	12%	13%
	2019	26%	27%	23%	-	-	-	-	-	-	18%	33%	0%	-	*		16%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	81%	85%	-	-	-	-	-	-	60%	-	60%	-	-	87%	60%	100%
	2019	81%	83%	93%	-	-	-	-	-	-	73%	82%	*	-	*		72%	
At Meets Grade Level or Above	2021	44%	56%	65%	-	-	-	-	-	-	20%	-	20%	-	-	70%	20%	56%
	2019	54%	57%	76%	-	-	-	-	-	-	40%	55%	*	-	*		33%	
At Masters Grade Level	2021	20%	31%	36%	-	-	-	-	-	-	10%	-	10%	-	-	38%	10%	56%
	2019	25%	25%	37%	-	-	-	-	-	-	0%	0%	*	-	*		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	83%	94%	-	-	-	-	-	-	64%	-	64%	-	-	95%	64%	75%
	2019	81%	84%	95%	-	-	-	-	-	-	60%	-	60%	-	*		68%	
At Meets Grade Level or Above	2021	49%	60%	80%	-	-	-	-	-	-	36%	-	36%	-	-	82%	36%	75%
	2019	55%	57%	79%	-	-	-	-	-	-	20%	-	20%	-	*		26%	
At Masters Grade Level	2021	29%	36%	55%	-	-	-	-	-	-	9%	-	9%	-	-	58%	9%	25%
	2019	33%	34%	49%	-	-	-	-	-	-	7%	-	7%	-	*		5%	

- * 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
2020-21 STAAR Participation (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	99%	100%	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	96%	96%	92%	96%	96%	100%	94%	-	96%	92%	89%	98%	87%	96%	90%
Not Included in Accountability: Mobile	4%	3%	3%	6%	1%	3%	0%	1%	-	4%	4%	11%	1%	7%	2%	1%
Not Included in Accountability: Other Exclusions	1%	0%	1%	2%	2%	0%	0%	5%	-	0%	3%	0%	0%	4%	2%	10%
Not Tested	1%	0%	0%	1%	0%	1%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	1%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
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%
2018-19	95.4%	96.0%	95.7%	95.9%	95.8%	95.3%	93.3%	98.5%	-	96.2%	94.9%	94.7%	95.5%
Chronic Absenteeism													
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%
2018-19	11.4%	9.7%	12.9%	8.0%	12.4%	14.8%	23.1%	3.5%	-	14.8%	14.2%	15.9%	19.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
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%
2018-19	1.9%	0.6%	0.6%	0.0%	0.8%	0.4%	0.0%	0.0%	-	7.1%	1.1%	1.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%
Class of 2019													
Graduated	90.0%	95.6%	95.6%	92.6%	93.2%	97.6%	*	96.7%	-	75.0%	92.5%	91.3%	83.3%
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	3.7%	2.5%	2.5%	3.7%	4.5%	1.5%	*	3.3%	-	0.0%	7.5%	4.7%	16.7%
Dropped Out	5.9%	1.7%	1.7%	3.7%	2.3%	0.5%	*	0.0%	-	25.0%	0.0%	3.1%	0.0%
Graduates and TxCHSE	90.4%	95.8%	95.8%	92.6%	93.2%	98.0%	*	96.7%	-	75.0%	92.5%	92.1%	83.3%
Graduates, TxCHSE, and Continuers	94.1%	98.3%	98.3%	96.3%	97.7%	99.5%	*	100.0%	-	75.0%	100.0%	96.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	93.7%	93.7%	100.0%	93.2%	92.3%	-	100.0%	-	*	89.2%	92.7%	83.3%
Received TxCHSE	0.6%	1.6%	1.6%	0.0%	1.4%	2.1%	-	0.0%	-	*	0.0%	1.6%	0.0%
Continued HS	1.1%	0.3%	0.3%	0.0%	0.0%	0.4%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.4%	4.4%	0.0%	5.4%	5.2%	-	0.0%	-	*	10.8%	5.6%	16.7%
Graduates and TxCHSE	92.8%	95.4%	95.4%	100.0%	94.6%	94.4%	-	100.0%	-	*	89.2%	94.4%	83.3%
Graduates, TxCHSE, and Continuers	93.9%	95.6%	95.6%	100.0%	94.6%	94.8%	-	100.0%	-	*	89.2%	94.4%	83.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%
Class of 2017													
Graduated	92.4%	95.2%	95.2%	96.2%	92.2%	95.3%	*	100.0%	*	100.0%	94.4%	90.5%	62.5%
Received TxCHSE	0.7%	1.0%	1.0%	0.0%	1.3%	1.2%	*	0.0%	*	0.0%	2.8%	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%	0.0%
Dropped Out	6.3%	3.8%	3.8%	3.8%	6.5%	3.5%	*	0.0%	*	0.0%	2.8%	7.9%	37.5%
Graduates and TxCHSE	93.2%	96.2%	96.2%	96.2%	93.5%	96.5%	*	100.0%	*	100.0%	97.2%	92.1%	62.5%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	96.2%	96.2%	93.5%	96.5%	*	100.0%	*	100.0%	97.2%	92.1%	62.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	94.7%	100.0%	93.2%	94.4%	*	95.0%	-	*	87.5%	92.0%	85.7%
Class of 2019	90.0%	95.0%	95.0%	92.6%	93.2%	96.6%	*	96.7%	-	75.0%	90.2%	91.3%	83.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	81.6%	81.6%	66.7%	79.7%	81.9%	*	100.0%	-	*	35.7%	72.2%	16.7%
Class of 2019	83.5%	86.0%	86.0%	76.0%	84.1%	86.0%	*	96.6%	-	100.0%	24.3%	84.5%	90.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	81.9%	81.9%	66.7%	79.7%	82.4%	*	100.0%	-	*	35.7%	72.2%	16.7%
Class of 2019	87.6%	86.0%	86.0%	76.0%	84.1%	86.0%	*	96.6%	-	100.0%	24.3%	84.5%	90.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	79.2%	64.0%	77.1%	79.7%	*	95.0%	-	*	31.9%	68.9%	12.5%
2018-19	82.1%	85.5%	85.5%	72.0%	83.1%	86.1%	*	96.4%	-	100.0%	22.2%	84.2%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	79.5%	64.0%	77.1%	80.2%	*	95.0%	-	*	31.9%	68.9%	12.5%
2018-19	85.9%	85.0%	85.0%	72.0%	83.1%	85.2%	*	96.4%	-	100.0%	21.1%	84.2%	80.0%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	331	100.0%	331	360,220
By Ethnicity:				
African American	25	7.6%	25	44,729
Hispanic	70	21.1%	70	184,060
White	212	64.0%	212	105,215
American Indian	1	0.3%	1	1,226
Asian	20	6.0%	20	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	3	0.9%	3	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	68	20.5%	68	49,535
Foundation H.S. Program (Endorsement)	1	0.3%	1	15,689
Foundation H.S. Program (DLA)	262	79.2%	262	292,532
Special Education Graduates	47	14.2%	47	29,018
Economically Disadvantaged Graduates	119	36.0%	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	2.4%	8	29,639
At-Risk Graduates	73	22.1%	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

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)													
2019-20	63.0%	56.2%	56.2%	36.0%	48.6%	58.5%	*	80.0%	-	*	48.9%	45.4%	25.0%
2018-19	72.9%	74.2%	74.2%	70.0%	78.3%	72.9%	*	82.1%	-	50.0%	72.4%	66.3%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	43.5%	43.5%	12.0%	37.1%	45.3%	*	80.0%	-	*	4.3%	31.1%	0.0%
2018-19	53.0%	51.0%	51.0%	40.0%	49.4%	51.2%	*	67.9%	-	33.3%	5.3%	38.3%	10.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	53.2%	53.2%	28.0%	48.6%	54.2%	*	85.0%	-	*	8.5%	42.9%	0.0%
2018-19	60.7%	59.4%	59.4%	40.0%	57.8%	61.6%	*	71.4%	-	33.3%	13.2%	43.3%	10.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	38.1%	38.1%	12.0%	32.9%	39.2%	*	70.0%	-	*	8.5%	26.1%	0.0%
2018-19	48.6%	45.0%	45.0%	24.0%	41.0%	44.8%	*	75.0%	-	50.0%	2.6%	30.0%	30.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	36.9%	36.9%	8.0%	31.4%	38.2%	*	70.0%	-	*	4.3%	25.2%	0.0%
2018-19	44.2%	43.2%	43.2%	24.0%	39.8%	44.3%	*	64.3%	-	33.3%	2.6%	27.5%	10.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	6.9%	6.9%	0.0%	5.7%	6.1%	*	30.0%	-	*	0.0%	4.2%	0.0%
2018-19	21.1%	8.1%	8.1%	0.0%	8.4%	6.9%	*	25.0%	-	0.0%	0.0%	5.0%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	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)													
2019-20	24.6%	28.4%	28.4%	8.0%	25.7%	29.2%	*	50.0%	-	*	0.0%	14.3%	0.0%
2018-19	23.1%	29.1%	29.1%	24.0%	25.3%	29.6%	*	46.4%	-	16.7%	2.6%	23.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	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)													
2019-20	18.7%	17.8%	17.8%	28.0%	15.7%	18.4%	*	10.0%	-	*	48.9%	17.6%	25.0%
2018-19	40.4%	41.9%	41.9%	42.0%	47.0%	43.1%	*	25.0%	-	16.7%	71.1%	41.7%	40.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	13.0%	13.0%	16.0%	11.4%	13.7%	*	10.0%	-	*	19.1%	14.3%	25.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	18.2%	18.2%	20.0%	21.7%	18.7%	*	7.1%	-	0.0%	34.2%	18.3%	20.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.6%	0.6%	0.0%	1.4%	0.5%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	0.6%	0.3%	0.3%	0.0%	1.2%	0.0%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	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)													
2019-20	3.7%	4.5%	4.5%	16.0%	2.9%	4.2%	*	0.0%	-	*	31.9%	4.2%	0.0%
2018-19	2.7%	2.3%	2.3%	0.0%	3.6%	2.5%	*	0.0%	-	0.0%	21.1%	1.7%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	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	2019-20	30.1%	6.3%	6.3%	8.0%	4.3%	5.7%	*	20.0%	-	*	4.3%	6.7%	0.0%
	2018-19	33.4%	22.8%	22.8%	32.0%	19.3%	26.6%	*	3.6%	-	0.0%	10.5%	12.5%	0.0%
Mathematics	2019-20	21.2%	5.4%	5.4%	4.0%	5.7%	4.7%	*	10.0%	-	*	4.3%	4.2%	0.0%
	2018-19	24.7%	21.6%	21.6%	24.0%	16.9%	24.1%	*	14.3%	-	33.3%	2.6%	13.3%	20.0%
Both Subjects	2019-20	16.4%	2.4%	2.4%	0.0%	2.9%	2.4%	*	5.0%	-	*	0.0%	2.5%	0.0%
	2018-19	18.8%	12.7%	12.7%	16.0%	9.6%	15.8%	*	0.0%	-	0.0%	0.0%	4.2%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.6%	0.6%	8.0%	0.0%	0.0%	*	0.0%	-	*	2.1%	1.7%	0.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	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	2020	22.0%	6.2%	6.2%	0.0%	7.3%	5.3%	*	17.6%	-	0.0%	0.0%	4.7%	0.0%
	2019	25.2%	6.6%	6.6%	3.7%	4.1%	5.5%	*	31.3%	-	0.0%	0.0%	2.3%	0.0%
English Language Arts	2020	12.7%	1.6%	1.6%	0.0%	0.6%	1.3%	*	9.8%	-	0.0%	0.0%	1.6%	0.0%
	2019	14.5%	3.7%	3.7%	0.0%	1.8%	3.4%	*	18.8%	-	0.0%	0.0%	0.4%	0.0%
Mathematics	2020	6.4%	2.5%	2.5%	0.0%	1.8%	2.5%	*	7.8%	-	0.0%	0.0%	1.6%	0.0%
	2019	7.4%	3.2%	3.2%	0.0%	1.8%	2.7%	*	16.7%	-	0.0%	0.0%	1.1%	0.0%
Science	2020	9.4%	1.8%	1.8%	0.0%	1.8%	1.8%	*	3.9%	-	0.0%	0.0%	1.2%	0.0%
	2019	10.4%	0.8%	0.8%	0.0%	0.0%	0.5%	*	8.3%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2020	12.4%	2.4%	2.4%	0.0%	1.2%	2.3%	*	9.8%	-	0.0%	0.0%	2.0%	0.0%
	2019	13.9%	2.8%	2.8%	3.7%	1.8%	2.3%	*	10.4%	-	0.0%	0.0%	1.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	73.8%	73.8%	-	83.3%	61.9%	-	88.9%	-	-	-	58.3%	-
	2019	51.0%	68.8%	68.8%	*	57.1%	66.7%	-	86.7%	-	-	-	50.0%	-
English Language Arts	2020	50.1%	27.3%	27.3%	-	*	0.0%	-	60.0%	-	-	-	*	-
	2019	41.2%	55.6%	55.6%	-	*	40.0%	-	88.9%	-	-	-	*	-
Mathematics	2020	56.5%	100.0%	100.0%	-	*	100.0%	-	*	-	-	-	*	-
	2019	52.2%	95.7%	95.7%	-	*	91.7%	-	100.0%	-	-	-	*	-
Science	2020	47.6%	33.3%	33.3%	-	*	28.6%	-	*	-	-	-	*	-
	2019	40.6%	33.3%	33.3%	-	-	*	-	*	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	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	2020	52.3%	25.0%	25.0%	-	*	11.1%	-	60.0%	-	-	-	0.0%	-
	2019	46.3%	35.0%	35.0%	*	*	50.0%	-	40.0%	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	62.8%	62.8%	48.0%	51.4%	65.1%	*	90.0%	-	*	23.4%	51.3%	12.5%
	2018-19	75.0%	68.6%	68.6%	64.0%	72.3%	65.0%	*	89.3%	-	66.7%	13.2%	61.0%	50.0%
At/Above Criterion for All Examinees	2019-20	35.7%	54.3%	54.3%	16.7%	52.8%	55.1%	*	77.8%	-	*	18.2%	45.9%	*
	2018-19	36.1%	40.8%	40.8%	6.3%	40.0%	40.2%	*	64.0%	-	*	0.0%	30.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1069	1069	924	1043	1075	*	1177	-	*	914	1050	*
	2018-19	1027	1058	1058	944	1036	1063	*	1150	-	*	916	1024	*
English Language Arts and Writing	2019-20	513	539	539	461	528	544	*	578	-	*	456	529	*
	2018-19	517	537	537	476	524	542	*	578	-	*	458	517	*
Mathematics	2019-20	506	530	530	463	515	531	*	599	-	*	457	520	*
	2018-19	510	521	521	469	513	521	*	573	-	*	458	506	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	21	*	19	21	-	28	-	-	15	21	-
	2018-19	21	21	21	17	22	22	-	23	-	*	*	20	*
English Language Arts	2019-20	20	22	22	*	19	22	-	29	-	-	14	22	-
	2018-19	20	22	22	18	22	22	-	24	-	*	*	20	*
Mathematics	2019-20	20	21	21	*	19	20	-	27	-	-	16	21	-
	2018-19	20	20	20	16	21	20	-	23	-	*	*	19	*
Science	2019-20	21	21	21	*	20	21	-	27	-	-	15	21	-
	2018-19	21	21	21	17	22	21	-	23	-	*	*	20	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	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	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%
	2018-19	44.6%	29.8%	29.8%	15.6%	29.2%	30.5%	27.3%	41.2%	-	37.5%	6.6%	22.5%	7.9%
English Language Arts	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%
	2018-19	17.8%	8.7%	8.7%	5.8%	6.5%	9.0%	0.0%	14.9%	-	18.2%	0.6%	5.6%	0.0%
Mathematics	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%
	2018-19	20.4%	13.9%	13.9%	3.5%	13.7%	13.3%	0.0%	28.6%	-	21.7%	0.6%	10.2%	1.8%
Science	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%
	2018-19	21.7%	24.8%	24.8%	14.8%	25.5%	25.2%	22.2%	30.4%	-	27.3%	5.4%	19.0%	7.1%
Social Studies	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%
	2018-19	23.6%	16.4%	16.4%	12.4%	14.7%	16.3%	0.0%	26.6%	-	22.7%	1.6%	12.1%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	66.5%	66.5%	64.0%	67.1%	69.8%	*	40.0%	-	*	74.5%	66.4%	50.0%
	2018-19	59.0%	59.4%	59.4%	60.0%	65.1%	60.1%	*	42.9%	-	33.3%	81.6%	59.2%	60.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	65.4%	65.4%	56.0%	72.3%	61.6%	*	82.1%	-	66.7%	34.2%	56.8%	70.0%
	2017-18	53.4%	61.3%	61.3%	50.0%	61.1%	59.8%	-	83.3%	-	*	28.9%	52.5%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	10.0%	10.0%	*	4.8%	11.4%	-	10.0%	-	*	*	0.0%	-
	2017-18	60.7%	66.3%	66.3%	41.7%	61.4%	65.9%	-	91.7%	-	*	18.2%	51.7%	*

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1,458	100.0%	4,995	5,359,040	1,459	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	1.0%	0.4%
Pre-Kindergarten	0	0.0%	1.3%	3.7%	0	0.0%	1.3%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	8.2%	7.1%	0	0.0%	8.1%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	400	27.4%	8.0%	8.1%	400	27.4%	8.0%	8.1%
Grade 10	344	23.6%	6.9%	7.8%	344	23.6%	6.8%	7.8%
Grade 11	379	26.0%	7.6%	7.2%	379	26.0%	7.5%	7.2%
Grade 12	335	23.0%	6.7%	6.8%	336	23.0%	6.7%	6.8%
Ethnic Distribution:								
African American	112	7.7%	8.4%	12.7%	112	7.7%	8.4%	12.7%
Hispanic	401	27.5%	28.1%	52.9%	401	27.5%	28.1%	52.9%
White	794	54.5%	53.3%	26.5%	795	54.5%	53.4%	26.5%
American Indian	9	0.6%	0.5%	0.3%	9	0.6%	0.5%	0.3%
Asian	114	7.8%	6.8%	4.7%	114	7.8%	6.8%	4.7%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	26	1.8%	2.7%	2.7%	26	1.8%	2.7%	2.7%
Sex:								
Female	709	48.6%	48.7%	48.9%	710	48.7%	48.6%	48.9%
Male	749	51.4%	51.3%	51.1%	749	51.3%	51.4%	51.1%
Economically Disadvantaged	702	48.1%	50.8%	60.3%	703	48.2%	50.7%	60.2%
Non-Educationally Disadvantaged	756	51.9%	49.2%	39.7%	756	51.8%	49.3%	39.8%
Section 504 Students	175	12.0%	8.4%	7.2%	175	12.0%	8.4%	7.2%
EB Students/EL	75	5.1%	10.1%	20.7%	75	5.1%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	45	3.0%	1.3%	1.2%				
Students w/ Dyslexia	63	4.3%	4.4%	4.5%	63	4.3%	4.3%	4.5%
Foster Care	2	0.1%	0.3%	0.3%	2	0.1%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.1%	0.2%	1.1%	2	0.1%	0.2%	1.1%
Immigrant	2	0.1%	0.3%	2.0%	2	0.1%	0.3%	2.0%
Migrant	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Title I	0	0.0%	43.0%	64.5%	0	0.0%	43.1%	64.5%
Military Connected	22	1.5%	1.5%	2.7%	22	1.5%	1.5%	2.7%
At-Risk	614	42.1%	37.5%	49.2%	615	42.2%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	70	4.8%	9.4%	21.0%	70	4.8%	9.4%	20.9%
Gifted and Talented Education	44	3.0%	4.5%	8.3%	44	3.0%	4.5%	8.3%
Special Education	170	11.7%	11.8%	11.1%	170	11.7%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	170							
By Type of Primary Disability								
Students with Intellectual Disabilities	84	49.4%	32.3%	42.5%				
Students with Physical Disabilities	11	6.5%	26.3%	21.3%				
Students with Autism	25	14.7%	**	14.1%				
Students with Behavioral Disabilities	50	29.4%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	133	8.8%	9.0%	13.8%				
By Ethnicity:								
African American	19	1.3%	1.9%	2.8%				
Hispanic	27	1.8%	2.1%	7.1%				
White	78	5.1%	4.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.2%	0.3%	0.4%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	5	0.3%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	20	10.6%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	12.7%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	77	11.6%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	109	9.8%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.4%	-	3.3%	4.8%
Grade 1	-	1.8%	1.9%	-	0.0%	3.2%
Grade 2	-	1.2%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	3.1%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	3.1%	3.1%	4.7%	0.0%	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.3	17.7
Grade 1	-	19.1	18.0
Grade 2	-	20.1	18.0
Grade 3	-	18.7	18.2
Grade 4	-	19.3	18.3
Grade 5	-	21.1	19.8
Grade 6	-	18.6	19.4
Secondary:			
English/Language Arts	17.5	14.1	15.7
Foreign Languages	19.4	19.4	17.8
Mathematics	19.2	17.5	16.9
Science	19.0	18.4	17.9
Social Studies	21.0	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	135.5	100.0%	100.0%	100.0%
Professional Staff:	127.6	94.2%	66.3%	64.3%
Teachers	112.0	82.7%	54.3%	49.6%
Professional Support	9.3	6.8%	8.0%	10.6%
Campus Administration (School Leadership)	6.3	4.7%	3.0%	3.0%
Educational Aides:	7.9	5.8%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	5.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	18.6	13.7%	12.0%	51.5%
Teachers by Ethnicity:				
African American	1.8	1.6%	1.1%	11.1%
Hispanic	11.5	10.3%	7.5%	28.4%
White	95.7	85.4%	88.7%	56.9%
American Indian	1.0	0.9%	0.5%	0.3%
Asian	1.0	0.9%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.9%	0.5%	1.2%
Teachers by Sex:				
Males	39.2	35.0%	19.3%	23.8%
Females	72.8	65.0%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.8%	0.5%	1.2%
Bachelors	85.8	76.6%	83.5%	73.0%
Masters	22.2	19.8%	15.4%	25.0%
Doctorate	2.0	1.8%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.9	3.5%	4.6%	6.7%
1-5 Years Experience	14.8	13.2%	16.7%	27.8%
6-10 Years Experience	22.0	19.6%	20.8%	20.3%
11-20 Years Experience	35.9	32.0%	30.7%	29.1%
21-30 Years Experience	21.6	19.3%	18.6%	13.0%
Over 30 Years Experience	13.9	12.4%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.0	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	5.0	6.4
Average Years Experience of Principals with District	0.0	5.0	5.5
Average Years Experience of Assistant Principals	4.8	4.7	5.5
Average Years Experience of Assistant Principals with District	4.8	3.7	4.8
Average Years Experience of Teachers:	16.5	14.8	11.2
Average Years Experience of Teachers with District:	10.8	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,045	\$49,316	\$50,849
1-5 Years Experience	\$52,188	\$52,213	\$53,288
6-10 Years Experience	\$54,499	\$54,446	\$56,282
11-20 Years Experience	\$59,396	\$59,016	\$59,900
21-30 Years Experience	\$65,710	\$65,343	\$64,637
Over 30 Years Experience	\$75,412	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$60,336	\$59,033	\$57,641
Professional Support	\$72,083	\$72,142	\$68,030
Campus Administration (School Leadership)	\$89,342	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	0.8%	3.0%	6.2%
Career and Technical Education	16.5	14.8%	4.7%	5.1%
Compensatory Education	1.9	1.7%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	79.0	70.5%	76.7%	71.0%
Special Education	12.6	11.2%	10.7%	9.4%
Other	1.2	1.0%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
NEDERLAND H S (123905001) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: CENTRAL MIDDLE

Campus Number: 123905041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	82%	78%	64%	82%	79%	*	88%	*	67%	38%	*	81%	69%	71%	82%
	2019	86%	85%	82%	67%	86%	84%	-	91%	-	-	27%	*	87%	71%	79%	86%
At Meets Grade Level or Above	2021	46%	54%	53%	32%	56%	57%	*	65%	*	50%	10%	*	56%	47%	39%	53%
	2019	54%	52%	47%	23%	42%	57%	-	82%	-	-	7%	*	55%	29%	41%	41%
At Masters Grade Level	2021	30%	41%	42%	24%	47%	43%	*	53%	*	50%	10%	*	44%	37%	28%	38%
	2019	29%	28%	26%	10%	25%	28%	-	64%	-	-	0%	*	29%	20%	19%	19%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	82%	79%	60%	80%	82%	*	88%	*	83%	48%	*	80%	77%	69%	82%
	2019	90%	91%	89%	80%	90%	91%	-	100%	-	-	40%	*	95%	76%	87%	89%
At Meets Grade Level or Above	2021	44%	55%	51%	32%	54%	54%	*	65%	*	50%	17%	*	56%	38%	36%	56%
	2019	58%	56%	48%	33%	47%	51%	-	73%	-	-	27%	*	53%	37%	41%	51%
At Masters Grade Level	2021	25%	34%	33%	20%	37%	30%	*	65%	*	17%	7%	*	38%	19%	24%	41%
	2019	36%	33%	29%	13%	31%	30%	-	64%	-	-	13%	*	30%	27%	24%	32%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	72%	77%	63%	75%	83%	*	76%	*	83%	41%	*	78%	72%	65%	76%
	2019	75%	74%	85%	68%	85%	89%	-	100%	-	-	29%	*	88%	77%	80%	84%
At Meets Grade Level or Above	2021	31%	42%	52%	25%	56%	55%	*	71%	*	50%	21%	*	56%	40%	41%	56%
	2019	49%	48%	57%	39%	54%	65%	-	73%	-	-	29%	*	62%	46%	54%	49%
At Masters Grade Level	2021	13%	20%	30%	17%	33%	27%	*	53%	*	33%	7%	*	32%	23%	21%	32%
	2019	24%	20%	32%	11%	32%	39%	-	36%	-	-	7%	*	33%	29%	25%	35%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	74%	73%	56%	64%	85%	*	73%	-	*	40%	-	78%	61%	67%	65%
	2019	68%	74%	72%	62%	67%	80%	*	71%	*	*	17%	-	78%	58%	63%	63%
At Meets Grade Level or Above	2021	32%	41%	37%	0%	28%	53%	*	55%	-	*	27%	-	43%	24%	25%	18%
	2019	37%	41%	37%	19%	31%	49%	*	43%	*	*	11%	-	43%	21%	31%	25%
At Masters Grade Level	2021	15%	21%	20%	0%	10%	31%	*	36%	-	*	0%	-	22%	16%	11%	12%
	2019	18%	17%	18%	11%	12%	24%	*	21%	*	*	6%	-	22%	7%	11%	9%
Grade 6 Mathematics																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	68%	84%	79%	56%	76%	86%	*	91%	-	*	50%	-	84%	66%	75%	74%
	2019	81%	82%	77%	63%	80%	82%	*	71%	*	*	28%	-	84%	59%	67%	77%
At Meets Grade Level or Above	2021	36%	56%	46%	6%	42%	58%	*	73%	-	*	19%	-	55%	24%	34%	41%
	2019	47%	44%	39%	21%	43%	45%	*	43%	*	*	17%	-	45%	23%	30%	35%
At Masters Grade Level	2021	15%	24%	20%	0%	10%	31%	*	36%	-	*	0%	-	25%	8%	10%	12%
	2019	21%	18%	15%	8%	12%	18%	*	21%	*	*	6%	-	19%	4%	12%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	82%	77%	61%	79%	79%	-	92%	-	*	18%	*	81%	67%	71%	75%
	2019	76%	74%	70%	72%	65%	68%	*	100%	-	*	27%	-	73%	64%	66%	59%
At Meets Grade Level or Above	2021	45%	52%	49%	26%	51%	53%	-	67%	-	*	18%	*	53%	38%	42%	42%
	2019	49%	48%	43%	34%	39%	44%	*	71%	-	*	15%	-	46%	34%	36%	26%
At Masters Grade Level	2021	25%	31%	25%	9%	28%	26%	-	33%	-	*	0%	*	27%	17%	21%	19%
	2019	29%	30%	24%	14%	18%	32%	*	35%	-	*	8%	-	24%	24%	15%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	75%	65%	30%	67%	71%	-	100%	-	*	10%	*	69%	54%	56%	64%
	2019	75%	74%	65%	55%	58%	70%	*	94%	-	*	31%	-	70%	53%	61%	52%
At Meets Grade Level or Above	2021	27%	42%	32%	4%	39%	31%	-	64%	-	*	10%	*	36%	21%	27%	27%
	2019	43%	47%	39%	28%	35%	39%	*	76%	-	*	15%	-	42%	33%	34%	22%
At Masters Grade Level	2021	12%	18%	15%	0%	18%	14%	-	36%	-	*	0%	*	17%	8%	9%	12%
	2019	17%	19%	11%	0%	8%	11%	*	35%	-	*	4%	-	12%	7%	7%	7%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	82%	81%	70%	78%	85%	-	92%	-	*	20%	*	83%	72%	77%	74%
	2019	70%	71%	64%	55%	48%	74%	*	88%	-	*	26%	-	68%	57%	59%	48%
At Meets Grade Level or Above	2021	33%	40%	41%	17%	45%	45%	-	50%	-	*	20%	*	44%	33%	36%	35%
	2019	42%	42%	36%	24%	26%	40%	*	76%	-	*	7%	-	41%	24%	30%	33%
At Masters Grade Level	2021	10%	12%	15%	0%	19%	15%	-	25%	-	*	0%	*	17%	8%	10%	12%
	2019	18%	16%	13%	7%	8%	18%	*	18%	-	*	0%	-	16%	5%	8%	7%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	82%	77%	67%	83%	77%	*	77%	-	*	35%	-	78%	74%	70%	62%
	2019	86%	88%	83%	63%	85%	84%	*	100%	-	*	38%	*	89%	69%	78%	74%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	46%	53%	46%	24%	41%	56%	*	46%	-	*	12%	-	49%	36%	34%	29%
	2019	55%	59%	52%	32%	46%	57%	*	83%	-	*	6%	*	59%	36%	43%	33%
At Masters Grade Level	2021	21%	27%	23%	15%	17%	27%	*	23%	-	*	6%	-	25%	14%	12%	10%
	2019	28%	33%	22%	5%	26%	20%	*	50%	-	*	0%	*	28%	7%	16%	22%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	74%	63%	52%	61%	66%	*	67%	-	*	21%	-	64%	58%	56%	53%
	2019	88%	82%	82%	67%	89%	82%	*	100%	-	*	25%	-	86%	77%	81%	77%
At Meets Grade Level or Above	2021	36%	48%	31%	18%	26%	40%	*	33%	-	*	16%	-	31%	30%	23%	26%
	2019	57%	44%	51%	39%	45%	61%	*	80%	-	*	19%	-	57%	41%	47%	41%
At Masters Grade Level	2021	11%	8%	1%	3%	0%	0%	*	0%	-	*	0%	-	1%	0%	1%	0%
	2019	17%	3%	4%	0%	5%	5%	*	0%	-	*	0%	-	6%	0%	1%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	85%	80%	65%	78%	84%	*	92%	-	*	45%	-	81%	77%	72%	61%
	2019	81%	81%	82%	53%	76%	93%	*	100%	-	*	50%	*	87%	69%	75%	67%
At Meets Grade Level or Above	2021	43%	60%	54%	38%	51%	60%	*	62%	-	*	20%	-	56%	49%	43%	39%
	2019	51%	44%	49%	21%	41%	61%	*	67%	-	*	25%	*	60%	24%	39%	30%
At Masters Grade Level	2021	24%	38%	31%	15%	22%	37%	*	46%	-	*	5%	-	33%	23%	15%	13%
	2019	25%	15%	18%	5%	9%	26%	*	42%	-	*	6%	*	24%	5%	13%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	74%	69%	47%	67%	74%	*	85%	-	*	30%	-	71%	63%	60%	57%
	2019	69%	71%	68%	37%	62%	78%	*	92%	-	*	31%	*	76%	48%	56%	50%
At Meets Grade Level or Above	2021	28%	42%	38%	24%	31%	45%	*	46%	-	*	20%	-	39%	35%	30%	22%
	2019	37%	35%	29%	16%	18%	38%	*	50%	-	*	13%	*	33%	20%	24%	23%
At Masters Grade Level	2021	14%	17%	18%	3%	16%	24%	*	15%	-	*	10%	-	21%	9%	10%	17%
	2019	21%	19%	12%	0%	7%	17%	*	25%	-	*	0%	*	14%	8%	8%	15%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	85%	100%	*	100%	100%	*	100%	-	-	-	-	100%	*	100%	*
	2019	85%	91%	100%	*	100%	100%	-	100%	-	*	-	*	100%	*	100%	100%
At Meets Grade Level or Above	2021	41%	54%	88%	*	67%	88%	*	100%	-	-	-	-	90%	*	83%	*
	2019	61%	66%	97%	*	88%	100%	-	100%	-	*	-	*	97%	*	90%	100%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	23%	29%	55%	*	33%	41%	*	88%	-	-	-	-	53%	*	83%	*
	2019	37%	31%	59%	*	38%	53%	-	86%	-	*	-	*	58%	*	60%	80%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	75%	58%	74%	80%	94%	86%	*	82%	36%	100%	78%	68%	67%	70%
	2019	78%	83%	76%	63%	74%	81%	73%	92%	*	55%	30%	100%	81%	65%	71%	71%
At Meets Grade Level or Above	2021	41%	53%	46%	23%	44%	52%	76%	61%	*	32%	17%	27%	49%	35%	35%	39%
	2019	50%	55%	44%	27%	40%	51%	33%	69%	*	25%	15%	82%	50%	31%	38%	36%
At Masters Grade Level	2021	18%	26%	24%	10%	22%	26%	71%	41%	*	18%	5%	9%	27%	16%	15%	20%
	2019	24%	26%	20%	8%	17%	23%	13%	37%	*	10%	4%	36%	23%	12%	14%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	77%	63%	77%	80%	100%	83%	*	75%	35%	*	80%	68%	70%	72%
	2019	75%	81%	76%	66%	75%	79%	80%	91%	*	43%	27%	*	81%	65%	71%	72%
At Meets Grade Level or Above	2021	45%	55%	47%	23%	45%	55%	80%	58%	*	33%	15%	*	51%	37%	36%	36%
	2019	48%	56%	44%	26%	39%	51%	40%	69%	*	14%	11%	*	50%	30%	38%	32%
At Masters Grade Level	2021	18%	26%	28%	13%	27%	32%	80%	38%	*	25%	6%	*	30%	22%	19%	21%
	2019	21%	26%	22%	10%	20%	26%	20%	41%	*	0%	4%	*	26%	15%	15%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	73%	50%	72%	78%	100%	91%	*	77%	36%	*	76%	65%	64%	71%
	2019	82%	86%	79%	66%	79%	82%	80%	91%	*	57%	31%	*	84%	66%	74%	76%
At Meets Grade Level or Above	2021	37%	51%	43%	17%	42%	48%	60%	68%	*	23%	16%	*	48%	29%	31%	41%
	2019	52%	55%	46%	29%	44%	51%	20%	70%	*	29%	19%	*	51%	34%	39%	41%
At Masters Grade Level	2021	18%	25%	20%	7%	18%	20%	40%	49%	*	8%	3%	*	23%	10%	13%	20%
	2019	26%	27%	18%	7%	16%	19%	20%	41%	*	14%	5%	*	20%	11%	13%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	81%	70%	78%	85%	-	92%	-	*	20%	*	83%	72%	77%	74%
	2019	68%	77%	64%	55%	48%	74%	*	88%	-	*	26%	-	68%	57%	59%	48%
At Meets Grade Level or Above	2021	30%	41%	41%	17%	45%	45%	-	50%	-	*	20%	*	44%	33%	36%	35%
	2019	38%	48%	36%	24%	26%	40%	*	76%	-	*	7%	-	41%	24%	30%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	9%	13%	15%	0%	19%	15%	-	25%	-	*	0%	*	17%	8%	10%	12%
	2019	14%	18%	13%	7%	8%	18%	*	18%	-	*	0%	-	16%	5%	8%	7%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	81%	78%	64%	76%	84%	*	83%	*	89%	43%	*	79%	74%	68%	70%
	2019	81%	83%	83%	62%	81%	91%	*	100%	-	*	40%	*	88%	73%	78%	77%
At Meets Grade Level or Above	2021	44%	56%	53%	33%	54%	58%	*	67%	*	44%	20%	*	56%	44%	42%	49%
	2019	54%	57%	54%	32%	49%	63%	*	70%	-	*	27%	*	61%	36%	47%	41%
At Masters Grade Level	2021	20%	31%	30%	16%	28%	32%	*	50%	*	33%	6%	*	32%	23%	18%	25%
	2019	25%	25%	25%	9%	22%	33%	*	39%	-	*	7%	*	29%	18%	19%	25%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	83%	69%	47%	67%	74%	*	85%	-	*	30%	-	71%	63%	60%	57%
	2019	81%	84%	68%	37%	62%	78%	*	92%	-	*	31%	*	76%	48%	56%	50%
At Meets Grade Level or Above	2021	49%	60%	38%	24%	31%	45%	*	46%	-	*	20%	-	39%	35%	30%	22%
	2019	55%	57%	29%	16%	18%	38%	*	50%	-	*	13%	*	33%	20%	24%	23%
At Masters Grade Level	2021	29%	36%	18%	3%	16%	24%	*	15%	-	*	10%	-	21%	9%	10%	17%
	2019	33%	34%	12%	0%	7%	17%	*	25%	-	*	0%	*	14%	8%	8%	15%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	66	62	60	62	60	-	85	-	-	64	*	60	67	59	57
	2018	80	58	59	49	60	59	*	73	-	*	53	*	60	54	59	72
Grade 5 Mathematics	2019	83	67	66	66	65	64	-	80	-	-	71	*	68	60	64	74
	2018	81	55	54	49	55	51	*	82	-	*	56	*	54	53	56	68
Grade 6 ELA/Reading	2019	42	46	49	57	38	52	*	57	-	*	19	-	50	48	54	40
	2018	47	48	45	43	40	44	*	66	-	*	66	*	49	37	44	56
Grade 6 Mathematics	2019	54	59	55	63	48	59	*	29	-	*	41	-	55	57	55	43
	2018	56	55	54	55	56	50	*	72	-	*	63	*	52	58	56	66
Grade 7 ELA/Reading	2019	77	78	78	72	78	79	*	84	-	*	81	-	79	75	75	77
	2018	76	69	67	61	71	71	*	62	-	*	56	*	65	71	66	74
Grade 7 Mathematics	2019	62	70	57	48	51	62	*	78	-	*	50	-	60	49	53	60
	2018	67	68	55	38	68	48	*	65	-	*	38	*	55	52	56	75
Grade 8 ELA/Reading	2019	77	83	77	71	82	72	*	83	-	*	65	*	79	73	79	90
	2018	79	76	76	79	67	82	*	77	-	*	83	83	77	72	82	74
Grade 8 Mathematics	2019	82	73	85	78	82	87	*	100	-	*	46	-	85	84	85	85
	2018	81	66	80	81	79	81	*	78	-	*	61	*	81	76	79	74
End of Course Algebra I	2019	75	79	79	*	63	81	-	86	-	*	-	*	81	*	70	100
	2018	72	77	89	*	*	100	*	83	-	-	-	*	88	*	86	*
All Grades Both Subjects	2019	69	70	65	63	62	66	80	73	-	63	56	83	66	63	64	65
	2018	69	64	61	57	61	61	43	73	-	56	59	63	63	58	62	70
All Grades ELA/Reading	2019	68	69	66	64	65	65	80	77	-	50	60	*	66	65	66	64
	2018	69	64	62	57	59	64	41	71	-	69	64	67	63	57	62	69
All Grades Mathematics	2019	70	71	64	63	60	66	80	68	-	75	51	*	65	61	62	67
	2018	70	65	61	56	64	59	46	76	-	44	55	58	62	59	62	71

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	75%	73%	-	-	-	-	73%	58%	-	58%	-	89%	76%	62%	99%
	2019	78%	83%	76%	70%	70%	-	-	-		50%	41%	66%		86%		56%	
At Meets Grade Level or Above	2021	41%	53%	46%	42%	-	-	-	-	42%	25%	-	25%	-	33%	46%	28%	77%
	2019	50%	55%	44%	20%	20%	-	-	-		17%	13%	23%		29%		18%	
At Masters Grade Level	2021	18%	26%	24%	17%	-	-	-	-	17%	10%	-	10%	-	0%	24%	11%	52%
	2019	24%	26%	20%	7%	7%	-	-	-		6%	4%	9%		0%		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	77%	68%	-	-	-	-	68%	62%	-	62%	-	*	77%	64%	100%
	2019	75%	81%	76%	55%	55%	-	-	-		55%	44%	74%		*		56%	
At Meets Grade Level or Above	2021	45%	55%	47%	26%	-	-	-	-	26%	27%	-	27%	-	*	49%	29%	69%
	2019	48%	56%	44%	9%	9%	-	-	-		16%	13%	21%		*		13%	
At Masters Grade Level	2021	18%	26%	28%	11%	-	-	-	-	11%	13%	-	13%	-	*	29%	12%	56%
	2019	21%	26%	22%	5%	5%	-	-	-		2%	3%	0%		*		3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	73%	68%	-	-	-	-	68%	59%	-	59%	-	*	73%	62%	100%
	2019	82%	86%	79%	81%	81%	-	-	-		53%	47%	63%		*		62%	
At Meets Grade Level or Above	2021	37%	51%	43%	42%	-	-	-	-	42%	27%	-	27%	-	*	43%	29%	81%
	2019	52%	55%	46%	24%	24%	-	-	-		20%	16%	26%		*		22%	
At Masters Grade Level	2021	18%	25%	20%	21%	-	-	-	-	21%	11%	-	11%	-	*	19%	13%	51%
	2019	26%	27%	18%	5%	5%	-	-	-		8%	3%	16%		*		7%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	81%	-	-	-	-	-	-	67%	-	67%	-	*	82%	69%	100%
	2019	68%	77%	64%	-	-	-	-	-		25%	25%	*		-		25%	
At Meets Grade Level or Above	2021	30%	41%	41%	-	-	-	-	-	-	26%	-	26%	-	*	41%	28%	82%
	2019	38%	48%	36%	-	-	-	-	-		13%	17%	*		-		13%	
At Masters Grade Level	2021	9%	13%	15%	-	-	-	-	-	-	4%	-	4%	-	*	15%	3%	45%
	2019	14%	18%	13%	-	-	-	-	-		0%	0%	*		-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	81%	78%	90%	-	-	-	-	90%	52%	-	52%	-	*	80%	62%	94%
	2019	81%	83%	83%	82%	82%	-	-	-		62%	47%	83%		*		69%	
At Meets Grade Level or Above	2021	44%	56%	53%	70%	-	-	-	-	70%	26%	-	26%	-	*	54%	36%	88%
	2019	54%	57%	54%	36%	36%	-	-	-		21%	12%	33%		*		26%	
At Masters Grade Level	2021	20%	31%	30%	20%	-	-	-	-	20%	13%	-	13%	-	*	31%	14%	50%
	2019	25%	25%	25%	18%	18%	-	-	-		10%	6%	17%		*		12%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

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	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 Approaches Grade Level or Above	2021	73%	83%	69%	-	-	-	-	-	-	38%	-	38%	-	-	71%	38%	100%
	2019	81%	84%	68%	-	-	-	-	-	-	23%	27%	*	-	*	-	21%	-
At Meets Grade Level or Above	2021	49%	60%	38%	-	-	-	-	-	-	0%	-	0%	-	-	41%	0%	63%
	2019	55%	57%	29%	-	-	-	-	-	-	8%	9%	*	-	*	-	7%	-
At Masters Grade Level	2021	29%	36%	18%	-	-	-	-	-	-	0%	-	0%	-	-	19%	0%	50%
	2019	33%	34%	12%	-	-	-	-	-	-	8%	9%	*	-	*	-	7%	-

* 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
2020-21 STAAR Participation (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	96%	96%	94%	95%	96%	100%	98%	*	100%	97%	100%	98%	90%	95%	95%
Not Included in Accountability: Mobile	4%	3%	4%	5%	4%	4%	0%	2%	*	0%	2%	0%	2%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	1%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	1%
Not Tested	1%	0%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	98.8%	98.5%	98.9%	98.8%	* 99.6%	-	97.3%	98.2%	98.7%	98.9%	
2018-19	95.4%	96.0%	96.0%	95.5%	96.3%	95.7%	96.6%	98.0%	* 95.4%	94.5%	95.5%	95.6%	
Chronic Absenteeism													
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%
2018-19	11.4%	9.7%	10.6%	16.5%	7.8%	11.4%	0.0%	1.8%	* 27.3%	19.1%	14.4%	10.3%	
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.5%	1.2%	0.8%	0.0%	* 0.0%	-	0.0%	1.9%	0.4%	0.0%	
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	764	100.0%	4,995	5,359,040	764	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	1.0%	0.4%
Pre-Kindergarten	0	0.0%	1.3%	3.7%	0	0.0%	1.3%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	8.2%	7.1%	0	0.0%	8.1%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	214	28.0%	8.4%	7.4%	214	28.0%	8.4%	7.4%
Grade 6	160	20.9%	7.3%	7.7%	160	20.9%	7.3%	7.7%
Grade 7	188	24.6%	7.7%	7.9%	188	24.6%	7.6%	7.8%
Grade 8	202	26.4%	7.9%	7.9%	202	26.4%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	118	15.4%	8.4%	12.7%	118	15.4%	8.4%	12.7%
Hispanic	235	30.8%	28.1%	52.9%	235	30.8%	28.1%	52.9%
White	332	43.5%	53.3%	26.5%	332	43.5%	53.4%	26.5%
American Indian	8	1.0%	0.5%	0.3%	8	1.0%	0.5%	0.3%
Asian	55	7.2%	6.8%	4.7%	55	7.2%	6.8%	4.7%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	15	2.0%	2.7%	2.7%	15	2.0%	2.7%	2.7%
Sex:								
Female	377	49.3%	48.7%	48.9%	377	49.3%	48.6%	48.9%
Male	387	50.7%	51.3%	51.1%	387	50.7%	51.4%	51.1%
Economically Disadvantaged	444	58.1%	50.8%	60.3%	444	58.1%	50.7%	60.2%
Non-Educationally Disadvantaged	320	41.9%	49.2%	39.7%	320	41.9%	49.3%	39.8%
Section 504 Students	71	9.3%	8.4%	7.2%	71	9.3%	8.4%	7.2%
EB Students/EL	108	14.1%	10.1%	20.7%	108	14.1%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	17	2.1%	1.3%	1.2%				
Students w/ Dyslexia	45	5.9%	4.4%	4.5%	45	5.9%	4.3%	4.5%
Foster Care	4	0.5%	0.3%	0.3%	4	0.5%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.3%	0.2%	1.1%	2	0.3%	0.2%	1.1%
Immigrant	3	0.4%	0.3%	2.0%	3	0.4%	0.3%	2.0%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	759	99.3%	43.0%	64.5%	759	99.3%	43.1%	64.5%
Military Connected	14	1.8%	1.5%	2.7%	14	1.8%	1.5%	2.7%
At-Risk	385	50.4%	37.5%	49.2%	385	50.4%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	104	13.6%	9.4%	21.0%	104	13.6%	9.4%	20.9%
Gifted and Talented Education	47	6.2%	4.5%	8.3%	47	6.2%	4.5%	8.3%
Special Education	87	11.4%	11.8%	11.1%	87	11.4%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	34	39.1%	32.3%	42.5%				
Students with Physical Disabilities	8	9.2%	26.3%	21.3%				
Students with Autism	17	19.5%	**	14.1%				
Students with Behavioral Disabilities	28	32.2%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	79	9.7%	9.0%	13.8%				
By Ethnicity:								
African American	30	3.7%	1.9%	2.8%				
Hispanic	20	2.5%	2.1%	7.1%				
White	23	2.8%	4.1%	3.1%				
American Indian	2	0.2%	0.1%	0.1%				
Asian	2	0.2%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	9.9%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	6.3%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	58	12.4%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	71	12.5%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.4%	-	3.3%	4.8%
Grade 1	-	1.8%	1.9%	-	0.0%	3.2%
Grade 2	-	1.2%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	3.1%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.3	17.7
Grade 1	-	19.1	18.0
Grade 2	-	20.1	18.0
Grade 3	-	18.7	18.2
Grade 4	-	19.3	18.3
Grade 5	21.8	21.1	19.8
Grade 6	17.6	18.6	19.4
Secondary:			
English/Language Arts	11.4	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	13.9	17.5	16.9
Science	18.3	18.4	17.9
Social Studies	17.5	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	79.5	100.0%	100.0%	100.0%
Professional Staff:	68.5	86.2%	66.3%	64.3%
Teachers	55.0	69.2%	54.3%	49.6%
Professional Support	10.3	12.9%	8.0%	10.6%
Campus Administration (School Leadership)	3.2	4.1%	3.0%	3.0%
Educational Aides:	11.0	13.8%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	3.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	7.9	10.0%	12.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	3.9	7.1%	7.5%	28.4%
White	49.1	89.2%	88.7%	56.9%
American Indian	1.0	1.8%	0.5%	0.3%
Asian	1.0	1.8%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	9.9	18.0%	19.3%	23.8%
Females	45.1	82.0%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	47.5	86.4%	83.5%	73.0%
Masters	7.5	13.6%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	1.7%	4.6%	6.7%
1-5 Years Experience	11.7	21.3%	16.7%	27.8%
6-10 Years Experience	13.0	23.6%	20.8%	20.3%
11-20 Years Experience	17.0	30.9%	30.7%	29.1%
21-30 Years Experience	10.4	18.8%	18.6%	13.0%
Over 30 Years Experience	2.0	3.6%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.9	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.0	6.4
Average Years Experience of Principals with District	1.0	5.0	5.5
Average Years Experience of Assistant Principals	8.0	4.7	5.5
Average Years Experience of Assistant Principals with District	2.5	3.7	4.8
Average Years Experience of Teachers:	13.2	14.8	11.2
Average Years Experience of Teachers with District:	8.2	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,150	\$49,316	\$50,849
1-5 Years Experience	\$52,037	\$52,213	\$53,288
6-10 Years Experience	\$54,197	\$54,446	\$56,282
11-20 Years Experience	\$58,707	\$59,016	\$59,900
21-30 Years Experience	\$64,165	\$65,343	\$64,637
Over 30 Years Experience	\$76,350	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,762	\$59,033	\$57,641
Professional Support	\$67,124	\$72,142	\$68,030
Campus Administration (School Leadership)	\$84,145	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.7%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	4.7%	5.1%
Compensatory Education	1.1	1.9%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	42.9	78.0%	76.7%	71.0%
Special Education	6.5	11.8%	10.7%	9.4%
Other	3.6	6.6%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CENTRAL MIDDLE (123905041) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: WILSON MIDDLE

Campus Number: 123905042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously 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	2021	73%	82%	86%	67%	77%	90%	-	100%	*	67%	52%	*	86%	84%	74%	76%
	2019	86%	85%	88%	64%	92%	88%	*	91%	-	80%	43%	*	88%	87%	86%	89%
At Meets Grade Level or Above	2021	46%	54%	55%	11%	52%	63%	-	75%	*	17%	31%	*	56%	51%	43%	35%
	2019	54%	52%	55%	45%	58%	54%	*	64%	-	60%	24%	*	55%	55%	51%	53%
At Masters Grade Level	2021	30%	41%	39%	11%	35%	43%	-	63%	*	17%	14%	*	39%	41%	29%	24%
	2019	29%	28%	29%	18%	32%	29%	*	36%	-	20%	10%	*	29%	32%	26%	26%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	82%	85%	56%	81%	91%	-	100%	*	50%	55%	*	85%	86%	77%	82%
	2019	90%	91%	92%	73%	94%	92%	*	100%	-	80%	52%	*	92%	89%	92%	95%
At Meets Grade Level or Above	2021	44%	55%	59%	11%	63%	65%	-	75%	*	25%	24%	*	63%	46%	49%	53%
	2019	58%	56%	62%	64%	64%	60%	*	91%	-	40%	19%	*	63%	61%	57%	53%
At Masters Grade Level	2021	25%	34%	36%	11%	38%	40%	-	38%	*	8%	7%	*	36%	32%	28%	18%
	2019	36%	33%	36%	45%	36%	34%	*	64%	-	20%	0%	*	36%	39%	34%	26%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	72%	68%	11%	70%	72%	-	88%	*	42%	45%	*	68%	65%	51%	63%
	2019	75%	74%	66%	36%	71%	65%	*	82%	-	60%	20%	*	65%	70%	59%	74%
At Meets Grade Level or Above	2021	31%	42%	32%	11%	30%	37%	-	38%	*	0%	17%	*	33%	30%	21%	13%
	2019	49%	48%	39%	18%	39%	40%	*	64%	-	20%	5%	*	39%	43%	31%	21%
At Masters Grade Level	2021	13%	20%	10%	0%	3%	13%	-	13%	*	0%	3%	*	10%	11%	4%	0%
	2019	24%	20%	11%	9%	8%	11%	*	36%	-	0%	0%	*	11%	11%	5%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	74%	75%	60%	74%	75%	-	88%	*	80%	41%	67%	78%	56%	68%	67%
	2019	68%	74%	76%	78%	68%	77%	*	*	-	*	13%	*	78%	69%	69%	67%
At Meets Grade Level or Above	2021	32%	41%	44%	0%	35%	46%	-	63%	*	40%	18%	50%	46%	32%	35%	40%
	2019	37%	41%	45%	22%	32%	49%	*	*	-	*	9%	*	46%	42%	39%	19%
At Masters Grade Level	2021	15%	21%	22%	0%	13%	26%	-	13%	*	20%	6%	17%	24%	12%	17%	13%
	2019	18%	17%	16%	11%	8%	18%	*	*	-	*	9%	*	16%	17%	13%	0%
Grade 6 Mathematics																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	68%	84%	88%	60%	84%	89%	-	100%	*	100%	59%	83%	90%	76%	79%	80%
	2019	81%	82%	87%	89%	88%	85%	*	*	-	*	43%	*	89%	79%	84%	81%
At Meets Grade Level or Above	2021	36%	56%	64%	40%	68%	65%	-	63%	*	40%	35%	67%	67%	48%	52%	53%
	2019	47%	44%	49%	44%	34%	53%	*	*	-	*	9%	*	50%	48%	41%	24%
At Masters Grade Level	2021	15%	24%	28%	0%	16%	32%	-	38%	*	0%	18%	33%	28%	24%	15%	7%
	2019	21%	18%	22%	33%	10%	23%	*	*	-	*	4%	*	22%	21%	14%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	82%	86%	89%	83%	87%	-	89%	-	67%	41%	100%	88%	75%	78%	76%
	2019	76%	74%	77%	75%	76%	78%	-	78%	-	*	20%	*	78%	75%	68%	57%
At Meets Grade Level or Above	2021	45%	52%	54%	33%	46%	59%	-	56%	-	67%	29%	40%	55%	50%	46%	29%
	2019	49%	48%	53%	13%	52%	54%	-	67%	-	*	4%	*	55%	45%	39%	36%
At Masters Grade Level	2021	25%	31%	37%	33%	35%	35%	-	56%	-	67%	18%	40%	36%	41%	32%	29%
	2019	29%	30%	35%	13%	30%	38%	-	33%	-	*	0%	*	40%	15%	21%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	75%	84%	89%	79%	85%	-	100%	-	67%	41%	100%	88%	66%	80%	82%
	2019	75%	74%	82%	88%	83%	82%	-	89%	-	*	40%	*	83%	78%	78%	64%
At Meets Grade Level or Above	2021	27%	42%	50%	56%	44%	52%	-	67%	-	33%	24%	40%	54%	31%	45%	24%
	2019	43%	47%	54%	38%	46%	58%	-	67%	-	*	12%	*	58%	40%	41%	36%
At Masters Grade Level	2021	12%	18%	21%	33%	13%	22%	-	44%	-	17%	0%	0%	21%	22%	21%	18%
	2019	17%	19%	28%	13%	15%	32%	-	44%	-	*	4%	*	33%	5%	15%	21%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	82%	82%	75%	79%	85%	-	78%	-	67%	39%	100%	86%	65%	74%	59%
	2019	70%	71%	77%	63%	76%	78%	-	78%	-	*	12%	*	80%	68%	71%	64%
At Meets Grade Level or Above	2021	33%	40%	39%	13%	40%	39%	-	44%	-	67%	22%	20%	40%	32%	30%	29%
	2019	42%	42%	49%	50%	39%	52%	-	56%	-	*	0%	*	54%	25%	33%	29%
At Masters Grade Level	2021	10%	12%	9%	0%	2%	13%	-	11%	-	0%	0%	0%	9%	6%	4%	6%
	2019	18%	16%	20%	13%	13%	22%	-	33%	-	*	0%	*	24%	5%	10%	0%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	82%	88%	86%	81%	90%	*	*	-	*	41%	*	89%	79%	81%	80%
	2019	86%	88%	91%	100%	94%	88%	-	100%	*	*	36%	-	90%	95%	87%	90%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	46%	53%	61%	29%	62%	61%	*	*	-	*	18%	*	60%	62%	58%	47%
	2019	55%	59%	66%	67%	61%	65%	-	100%	*	*	14%	-	66%	65%	60%	50%
At Masters Grade Level	2021	21%	27%	32%	29%	30%	33%	*	*	-	*	12%	*	28%	48%	28%	27%
	2019	28%	33%	42%	33%	25%	45%	-	89%	*	*	14%	-	45%	30%	36%	10%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	74%	87%	50%	87%	88%	*	*	-	*	35%	*	87%	85%	84%	93%
	2019	88%	82%	82%	63%	87%	80%	-	*	*	*	24%	-	84%	71%	73%	80%
At Meets Grade Level or Above	2021	36%	48%	67%	33%	64%	71%	*	*	-	*	18%	*	70%	58%	54%	64%
	2019	57%	44%	39%	13%	46%	38%	-	*	*	*	14%	-	39%	39%	37%	40%
At Masters Grade Level	2021	11%	8%	16%	33%	13%	15%	*	*	-	*	6%	*	16%	15%	9%	14%
	2019	17%	3%	3%	0%	7%	2%	-	*	*	*	0%	-	2%	6%	1%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	85%	90%	86%	88%	91%	*	*	-	*	39%	*	90%	93%	86%	88%
	2019	81%	81%	82%	78%	86%	78%	-	100%	*	*	41%	-	84%	73%	73%	90%
At Meets Grade Level or Above	2021	43%	60%	66%	57%	53%	71%	*	*	-	*	11%	*	65%	70%	54%	44%
	2019	51%	44%	40%	22%	25%	44%	-	78%	*	*	14%	-	41%	35%	33%	10%
At Masters Grade Level	2021	24%	38%	46%	29%	35%	50%	*	*	-	*	11%	*	48%	40%	39%	25%
	2019	25%	15%	12%	0%	2%	17%	-	33%	*	*	5%	-	14%	8%	4%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	74%	78%	71%	71%	81%	*	*	-	*	28%	*	78%	80%	73%	63%
	2019	69%	71%	74%	67%	74%	72%	-	100%	*	*	36%	-	76%	68%	63%	80%
At Meets Grade Level or Above	2021	28%	42%	45%	29%	53%	41%	*	*	-	*	11%	*	45%	47%	41%	44%
	2019	37%	35%	40%	33%	40%	37%	-	67%	*	*	14%	-	41%	32%	33%	40%
At Masters Grade Level	2021	14%	17%	16%	14%	16%	14%	*	*	-	*	0%	*	15%	20%	17%	31%
	2019	21%	19%	25%	22%	24%	23%	-	56%	*	*	9%	-	27%	16%	19%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	85%	100%	*	100%	100%	*	*	-	-	*	-	100%	100%	100%	*
	2019	85%	91%	100%	*	100%	100%	-	100%	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	41%	54%	95%	*	100%	92%	*	*	-	-	*	-	97%	80%	93%	*
	2019	61%	66%	100%	*	100%	100%	-	100%	-	*	*	-	100%	100%	100%	-

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	23%	29%	85%	*	100%	76%	*	*	-	-	*	-	86%	80%	79%	*
	2019	37%	31%	84%	*	80%	79%	-	100%	-	*	*	-	81%	100%	100%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	83%	67%	80%	86%	88%	94%	100%	67%	44%	93%	85%	76%	75%	76%
	2019	78%	83%	81%	72%	83%	80%	80%	92%	*	84%	32%	100%	82%	77%	76%	77%
At Meets Grade Level or Above	2021	41%	53%	54%	28%	52%	56%	63%	67%	40%	32%	22%	60%	55%	47%	44%	40%
	2019	50%	55%	50%	37%	45%	52%	40%	76%	*	55%	11%	65%	52%	45%	42%	34%
At Masters Grade Level	2021	18%	26%	27%	18%	23%	29%	50%	41%	20%	15%	8%	28%	27%	27%	21%	19%
	2019	24%	26%	25%	19%	18%	26%	40%	50%	*	18%	5%	39%	26%	18%	18%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	83%	77%	80%	85%	*	93%	*	72%	45%	87%	85%	75%	76%	75%
	2019	75%	81%	83%	78%	83%	82%	*	91%	*	85%	27%	100%	83%	80%	78%	75%
At Meets Grade Level or Above	2021	45%	55%	53%	20%	50%	57%	*	69%	*	36%	25%	60%	54%	50%	45%	38%
	2019	48%	56%	55%	38%	51%	56%	*	79%	*	77%	12%	75%	56%	51%	47%	38%
At Masters Grade Level	2021	18%	26%	33%	20%	29%	34%	*	38%	*	32%	13%	33%	32%	37%	27%	23%
	2019	21%	26%	30%	19%	24%	33%	*	52%	*	23%	8%	50%	32%	23%	24%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	87%	68%	84%	89%	*	100%	*	68%	49%	93%	88%	79%	81%	85%
	2019	82%	86%	86%	78%	88%	85%	*	97%	*	85%	41%	100%	88%	80%	83%	81%
At Meets Grade Level or Above	2021	37%	51%	62%	39%	61%	65%	*	72%	*	32%	26%	67%	65%	46%	51%	49%
	2019	52%	55%	54%	43%	49%	55%	*	85%	*	46%	14%	75%	55%	49%	46%	38%
At Masters Grade Level	2021	18%	25%	29%	26%	24%	31%	*	48%	*	8%	9%	33%	30%	26%	22%	17%
	2019	26%	27%	26%	27%	19%	26%	*	61%	*	23%	3%	38%	27%	21%	20%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	82%	75%	79%	85%	-	78%	-	67%	39%	100%	86%	65%	74%	59%
	2019	68%	77%	77%	63%	76%	78%	-	78%	-	*	12%	*	80%	68%	71%	64%
At Meets Grade Level or Above	2021	30%	41%	39%	13%	40%	39%	-	44%	-	67%	22%	20%	40%	32%	30%	29%
	2019	38%	48%	49%	50%	39%	52%	-	56%	-	*	0%	*	54%	25%	33%	29%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	9%	13%	9%	0%	2%	13%	-	11%	-	0%	0%	0%	9%	6%	4%	6%
	2019	14%	18%	20%	13%	13%	22%	-	33%	-	*	0%	*	24%	5%	10%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	81%	79%	44%	81%	81%	*	92%	*	50%	43%	*	79%	78%	66%	75%
	2019	81%	83%	73%	55%	79%	71%	*	90%	*	71%	31%	*	74%	72%	65%	79%
At Meets Grade Level or Above	2021	44%	56%	49%	31%	44%	53%	*	58%	*	7%	15%	*	49%	48%	36%	28%
	2019	54%	57%	40%	20%	32%	42%	*	70%	*	43%	10%	*	40%	39%	32%	17%
At Masters Grade Level	2021	20%	31%	28%	13%	23%	31%	*	42%	*	7%	6%	*	29%	24%	19%	13%
	2019	25%	25%	12%	5%	5%	14%	*	35%	*	0%	2%	*	12%	9%	5%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	83%	78%	71%	71%	81%	*	*	-	*	28%	*	78%	80%	73%	63%
	2019	81%	84%	74%	67%	74%	72%	-	100%	*	*	36%	-	76%	68%	63%	80%
At Meets Grade Level or Above	2021	49%	60%	45%	29%	53%	41%	*	*	-	*	11%	*	45%	47%	41%	44%
	2019	55%	57%	40%	33%	40%	37%	-	67%	*	*	14%	-	41%	32%	33%	40%
At Masters Grade Level	2021	29%	36%	16%	14%	16%	14%	*	*	-	*	0%	*	15%	20%	17%	31%
	2019	33%	34%	25%	22%	24%	23%	-	56%	*	*	9%	-	27%	16%	19%	10%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	66	69	75	66	68	*	82	-	80	44	*	66	83	70	72
	2018	80	58	58	60	51	59	*	*	-	*	37	*	57	61	56	46
Grade 5 Mathematics	2019	83	67	68	91	65	65	*	95	-	60	47	*	68	69	69	78
	2018	81	55	57	40	62	54	*	*	-	*	58	*	57	57	59	61
Grade 6 ELA/Reading	2019	42	46	43	44	36	45	*	*	-	*	40	*	41	48	44	33
	2018	47	48	52	64	51	53	-	36	-	*	36	*	53	45	37	53
Grade 6 Mathematics	2019	54	59	63	83	54	63	*	*	-	*	38	*	63	62	62	50
	2018	56	55	55	29	56	56	-	79	-	*	58	*	56	53	53	53
Grade 7 ELA/Reading	2019	77	78	79	56	84	78	-	94	-	*	61	*	78	84	80	81
	2018	76	69	71	50	66	71	-	100	*	*	57	*	73	63	70	75
Grade 7 Mathematics	2019	62	70	83	88	82	81	-	100	-	*	65	*	84	75	78	82
	2018	67	68	78	63	82	76	-	100	*	*	41	*	79	76	75	97
Grade 8 ELA/Reading	2019	77	83	87	100	82	88	-	94	*	*	68	-	88	82	84	80
	2018	79	76	77	55	81	77	-	*	-	70	57	*	76	80	70	73
Grade 8 Mathematics	2019	82	73	65	75	68	63	-	*	*	*	52	-	63	75	68	65
	2018	81	66	56	28	54	58	-	*	-	60	43	*	55	60	50	55
End of Course Algebra I	2019	75	79	87	*	80	84	-	100	-	*	*	-	85	100	100	-
	2018	72	77	71	*	33	81	-	*	-	-	-	-	75	*	*	-
All Grades Both Subjects	2019	69	70	70	77	67	69	*	88	*	81	53	79	70	71	70	65
	2018	69	64	63	48	62	63	*	82	*	66	48	65	63	62	58	63
All Grades ELA/Reading	2019	68	69	70	69	66	69	*	86	*	77	54	71	69	72	70	62
	2018	69	64	65	57	61	65	*	74	*	68	47	60	65	64	58	59
All Grades Mathematics	2019	70	71	71	85	67	69	*	91	*	85	52	86	71	70	70	67
	2018	70	65	62	38	63	61	*	89	*	64	50	70	62	61	59	66

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	83%	-	-	-	-	-	-	70%	-	70%	-	67%	84%	69%	88%
	2019	78%	83%	81%	-	-	-	-	-	-	63%	59%	78%	-	-	-	63%	-
At Meets Grade Level or Above	2021	41%	53%	54%	-	-	-	-	-	-	27%	-	27%	-	25%	55%	27%	71%
	2019	50%	55%	50%	-	-	-	-	-	-	23%	21%	33%	-	-	-	23%	-
At Masters Grade Level	2021	18%	26%	27%	-	-	-	-	-	-	10%	-	10%	-	17%	28%	11%	28%
	2019	24%	26%	25%	-	-	-	-	-	-	4%	5%	0%	-	-	-	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	83%	-	-	-	-	-	-	71%	-	71%	-	*	84%	69%	87%
	2019	75%	81%	83%	-	-	-	-	-	-	59%	54%	83%	-	-	-	59%	-
At Meets Grade Level or Above	2021	45%	55%	53%	-	-	-	-	-	-	24%	-	24%	-	*	55%	24%	71%
	2019	48%	56%	55%	-	-	-	-	-	-	28%	23%	50%	-	-	-	28%	-
At Masters Grade Level	2021	18%	26%	33%	-	-	-	-	-	-	12%	-	12%	-	*	34%	13%	39%
	2019	21%	26%	30%	-	-	-	-	-	-	6%	8%	0%	-	-	-	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	87%	-	-	-	-	-	-	81%	-	81%	-	*	87%	80%	90%
	2019	82%	86%	86%	-	-	-	-	-	-	72%	69%	83%	-	-	-	72%	-
At Meets Grade Level or Above	2021	37%	51%	62%	-	-	-	-	-	-	40%	-	40%	-	*	63%	39%	74%
	2019	52%	55%	54%	-	-	-	-	-	-	28%	27%	33%	-	-	-	28%	-
At Masters Grade Level	2021	18%	25%	29%	-	-	-	-	-	-	7%	-	7%	-	*	31%	7%	32%
	2019	26%	27%	26%	-	-	-	-	-	-	6%	8%	0%	-	-	-	6%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	82%	-	-	-	-	-	-	42%	-	42%	-	-	85%	42%	91%
	2019	68%	77%	77%	-	-	-	-	-	-	29%	29%	-	-	-	-	29%	-
At Meets Grade Level or Above	2021	30%	41%	39%	-	-	-	-	-	-	8%	-	8%	-	-	39%	8%	64%
	2019	38%	48%	49%	-	-	-	-	-	-	14%	14%	-	-	-	-	14%	-
At Masters Grade Level	2021	9%	13%	9%	-	-	-	-	-	-	8%	-	8%	-	-	10%	8%	0%
	2019	14%	18%	20%	-	-	-	-	-	-	0%	0%	-	-	-	-	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	81%	79%	-	-	-	-	-	-	68%	-	68%	-	*	79%	68%	93%
	2019	81%	83%	73%	-	-	-	-	-	-	60%	64%	*	-	-	-	60%	-
At Meets Grade Level or Above	2021	44%	56%	49%	-	-	-	-	-	-	16%	-	16%	-	*	50%	14%	64%
	2019	54%	57%	40%	-	-	-	-	-	-	7%	9%	*	-	-	-	7%	-
At Masters Grade Level	2021	20%	31%	28%	-	-	-	-	-	-	11%	-	11%	-	*	29%	9%	21%
	2019	25%	25%	12%	-	-	-	-	-	-	0%	0%	*	-	-	-	0%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	83%	78%	-	-	-	-	-	-	55%	-	55%	-	*	80%	58%	75%
	2019	81%	84%	74%	-	-	-	-	-	-	80%	*	*	-	-	-	80%	-
At Meets Grade Level or Above	2021	49%	60%	45%	-	-	-	-	-	-	27%	-	27%	-	*	45%	33%	75%
	2019	55%	57%	40%	-	-	-	-	-	-	20%	*	*	-	-	-	20%	-
At Masters Grade Level	2021	29%	36%	16%	-	-	-	-	-	-	18%	-	18%	-	*	15%	25%	25%
	2019	33%	34%	25%	-	-	-	-	-	-	0%	*	*	-	-	-	0%	-

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	96%	95%	100%	97%	95%	100%	97%	*	75%	96%	79%	98%	86%	93%	93%
Not Included in Accountability: Mobile	4%	3%	4%	0%	2%	5%	0%	3%	*	25%	3%	21%	2%	12%	6%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	98.9%	97.5%	99.1%	98.9%		* 99.5%		* 99.2%	98.4%	98.7%	99.1%
2018-19	95.4%	96.0%	95.8%	94.9%	96.3%	95.6%		* 97.6%		* 96.5%	94.6%	95.0%	96.7%
Chronic Absenteeism													
2019-20	6.7%	5.2%	6.0%	20.0%	3.5%	6.2%		* 3.1%		* 0.0%	10.9%	8.3%	2.2%
2018-19	11.4%	9.7%	10.2%	15.4%	7.3%	11.7%		* 2.9%		* 0.0%	16.3%	14.7%	6.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.5%	0.0%	0.0%	0.7%		* 0.0%	-	0.0%	2.2%	0.6%	0.0%
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%		- 0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	801	100.0%	4,995	5,359,040	801	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	1.0%	0.4%
Pre-Kindergarten	0	0.0%	1.3%	3.7%	0	0.0%	1.3%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	8.2%	7.1%	0	0.0%	8.1%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	206	25.7%	8.4%	7.4%	206	25.7%	8.4%	7.4%
Grade 6	206	25.7%	7.3%	7.7%	206	25.7%	7.3%	7.7%
Grade 7	195	24.3%	7.7%	7.9%	195	24.3%	7.6%	7.8%
Grade 8	194	24.2%	7.9%	7.9%	194	24.2%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	37	4.6%	8.4%	12.7%	37	4.6%	8.4%	12.7%
Hispanic	182	22.7%	28.1%	52.9%	182	22.7%	28.1%	52.9%
White	516	64.4%	53.3%	26.5%	516	64.4%	53.4%	26.5%
American Indian	2	0.2%	0.5%	0.3%	2	0.2%	0.5%	0.3%
Asian	32	4.0%	6.8%	4.7%	32	4.0%	6.8%	4.7%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	30	3.7%	2.7%	2.7%	30	3.7%	2.7%	2.7%
Sex:								
Female	377	47.1%	48.7%	48.9%	377	47.1%	48.6%	48.9%
Male	424	52.9%	51.3%	51.1%	424	52.9%	51.4%	51.1%
Economically Disadvantaged	361	45.1%	50.8%	60.3%	361	45.1%	50.7%	60.2%
Non-Educationally Disadvantaged	440	54.9%	49.2%	39.7%	440	54.9%	49.3%	39.8%
Section 504 Students	82	10.2%	8.4%	7.2%	82	10.2%	8.4%	7.2%
EB Students/EL	55	6.9%	10.1%	20.7%	55	6.9%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	11	1.3%	1.3%	1.2%				
Students w/ Dyslexia	41	5.1%	4.4%	4.5%	41	5.1%	4.3%	4.5%
Foster Care	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.2%	0.2%	1.1%	2	0.2%	0.2%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	0	0.0%	43.0%	64.5%	0	0.0%	43.1%	64.5%
Military Connected	10	1.2%	1.5%	2.7%	10	1.2%	1.5%	2.7%
At-Risk	241	30.1%	37.5%	49.2%	241	30.1%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	50	6.2%	9.4%	21.0%	50	6.2%	9.4%	20.9%
Gifted and Talented Education	49	6.1%	4.5%	8.3%	49	6.1%	4.5%	8.3%
Special Education	89	11.1%	11.8%	11.1%	89	11.1%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	31	34.8%	32.3%	42.5%				
Students with Physical Disabilities	18	20.2%	26.3%	21.3%				
Students with Autism	14	15.7%	**	14.1%				
Students with Behavioral Disabilities	26	29.2%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	57	6.7%	9.0%	13.8%				
By Ethnicity:								
African American	12	1.4%	1.9%	2.8%				
Hispanic	13	1.5%	2.1%	7.1%				
White	27	3.2%	4.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.4%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	4.3%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	7	14.6%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	8.4%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	66	10.9%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.4%	-	3.3%	4.8%
Grade 1	-	1.8%	1.9%	-	0.0%	3.2%
Grade 2	-	1.2%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	3.1%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.3	17.7
Grade 1	-	19.1	18.0
Grade 2	-	20.1	18.0
Grade 3	-	18.7	18.2
Grade 4	-	19.3	18.3
Grade 5	20.3	21.1	19.8
Grade 6	19.6	18.6	19.4
Secondary:			
English/Language Arts	9.8	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	15.3	17.5	16.9
Science	16.5	18.4	17.9
Social Studies	17.6	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	70.2	100.0%	100.0%	100.0%
Professional Staff:	64.2	91.5%	66.3%	64.3%
Teachers	56.9	81.0%	54.3%	49.6%
Professional Support	5.0	7.1%	8.0%	10.6%
Campus Administration (School Leadership)	2.3	3.3%	3.0%	3.0%
Educational Aides:	6.0	8.5%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	7.3	10.4%	12.0%	51.5%
Teachers by Ethnicity:				
African American	2.2	3.8%	1.1%	11.1%
Hispanic	2.1	3.7%	7.5%	28.4%
White	50.6	89.0%	88.7%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	1.8%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.8%	0.5%	1.2%
Teachers by Sex:				
Males	12.5	21.9%	19.3%	23.8%
Females	44.4	78.1%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	48.3	85.0%	83.5%	73.0%
Masters	8.5	15.0%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.2%	4.6%	6.7%
1-5 Years Experience	8.5	15.0%	16.7%	27.8%
6-10 Years Experience	8.0	14.1%	20.8%	20.3%
11-20 Years Experience	21.2	37.2%	30.7%	29.1%
21-30 Years Experience	9.2	16.2%	18.6%	13.0%
Over 30 Years Experience	7.0	12.3%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.0	6.4
Average Years Experience of Principals with District	6.0	5.0	5.5
Average Years Experience of Assistant Principals	3.0	4.7	5.5
Average Years Experience of Assistant Principals with District	3.0	3.7	4.8
Average Years Experience of Teachers:	15.9	14.8	11.2
Average Years Experience of Teachers with District:	10.1	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,331	\$49,316	\$50,849
1-5 Years Experience	\$52,582	\$52,213	\$53,288
6-10 Years Experience	\$54,851	\$54,446	\$56,282
11-20 Years Experience	\$58,440	\$59,016	\$59,900
21-30 Years Experience	\$65,949	\$65,343	\$64,637
Over 30 Years Experience	\$74,064	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,721	\$59,033	\$57,641
Professional Support	\$71,926	\$72,142	\$68,030
Campus Administration (School Leadership)	\$97,455	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	1.9%	3.0%	6.2%
Career and Technical Education	0.7	1.2%	4.7%	5.1%
Compensatory Education	2.6	4.5%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	42.0	73.9%	76.7%	71.0%
Special Education	7.3	12.9%	10.7%	9.4%
Other	3.2	5.7%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
WILSON MIDDLE (123905042) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HELENA PARK EL

Campus Number: 123905101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously 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	2021	67%	83%	84%	*	74%	86%	-	93%	-	*	47%	*	87%	58%	83%	38%
	2019	76%	89%	89%	100%	89%	91%	*	83%	-	*	73%	*	91%	81%	81%	71%
At Meets Grade Level or Above	2021	39%	53%	59%	*	61%	61%	-	47%	-	*	40%	*	61%	42%	50%	38%
	2019	45%	59%	59%	60%	41%	65%	*	67%	-	*	33%	*	58%	62%	38%	43%
At Masters Grade Level	2021	19%	28%	33%	*	30%	35%	-	33%	-	*	7%	*	32%	42%	19%	13%
	2019	27%	37%	38%	40%	11%	48%	*	33%	-	*	20%	*	40%	29%	21%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	80%	87%	*	83%	84%	-	100%	-	*	60%	*	89%	67%	86%	63%
	2019	79%	87%	89%	80%	85%	93%	*	83%	-	*	80%	*	86%	100%	81%	71%
At Meets Grade Level or Above	2021	31%	46%	56%	*	43%	60%	-	60%	-	*	20%	*	60%	25%	50%	25%
	2019	49%	59%	64%	40%	48%	72%	*	83%	-	*	60%	*	66%	57%	47%	29%
At Masters Grade Level	2021	14%	24%	34%	*	35%	32%	-	40%	-	*	7%	*	36%	17%	31%	13%
	2019	25%	34%	33%	20%	19%	38%	*	50%	-	*	20%	*	36%	19%	21%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	79%	88%	100%	86%	87%	-	83%	-	*	61%	*	90%	77%	82%	83%
	2019	75%	92%	90%	71%	80%	93%	-	86%	-	*	69%	*	90%	89%	84%	100%
At Meets Grade Level or Above	2021	36%	52%	64%	40%	59%	66%	-	67%	-	*	39%	*	70%	41%	42%	50%
	2019	44%	68%	60%	14%	45%	67%	-	71%	-	*	38%	*	63%	48%	42%	56%
At Masters Grade Level	2021	17%	23%	31%	20%	23%	35%	-	33%	-	*	17%	*	35%	18%	21%	33%
	2019	22%	35%	36%	14%	25%	40%	-	43%	-	*	13%	*	39%	26%	23%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	76%	83%	80%	86%	83%	-	83%	-	*	56%	*	86%	74%	79%	83%
	2019	75%	93%	87%	71%	85%	88%	-	100%	-	*	63%	*	88%	85%	84%	100%
At Meets Grade Level or Above	2021	36%	53%	54%	20%	68%	51%	-	67%	-	*	33%	*	57%	43%	47%	67%
	2019	48%	66%	62%	43%	45%	66%	-	86%	-	*	50%	*	62%	63%	56%	67%
At Masters Grade Level	2021	21%	35%	37%	0%	32%	39%	-	67%	-	*	11%	*	37%	35%	24%	33%
	2019	28%	44%	42%	29%	30%	42%	-	86%	-	*	31%	*	44%	37%	33%	44%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	73%	81%	83%	91%	79%	-	83%	-	*	47%	*	85%	70%	67%	83%
	2019	67%	84%	81%	57%	70%	84%	-	100%	-	*	50%	*	85%	67%	67%	67%
At Meets Grade Level or Above	2021	27%	41%	48%	33%	50%	49%	-	50%	-	*	11%	*	49%	43%	28%	17%
	2019	35%	54%	48%	29%	35%	52%	-	57%	-	*	38%	*	52%	33%	33%	33%
At Masters Grade Level	2021	8%	14%	15%	17%	14%	14%	-	33%	-	*	5%	*	18%	4%	8%	17%
	2019	11%	19%	17%	0%	10%	20%	-	14%	-	*	0%	*	19%	7%	12%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	84%	89%	84%	84%	-	92%	-	40%	54%	86%	87%	71%	79%	68%
	2019	78%	83%	87%	74%	82%	90%	*	91%	-	56%	67%	86%	88%	84%	79%	83%
At Meets Grade Level or Above	2021	41%	53%	56%	39%	56%	57%	-	56%	-	20%	28%	57%	59%	40%	43%	38%
	2019	50%	55%	59%	35%	43%	64%	*	73%	-	11%	44%	71%	60%	52%	43%	46%
At Masters Grade Level	2021	18%	26%	30%	17%	27%	31%	-	40%	-	0%	9%	0%	32%	22%	21%	21%
	2019	24%	26%	33%	19%	18%	37%	*	45%	-	11%	17%	29%	36%	24%	22%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	86%	100%	80%	87%	-	90%	-	*	55%	*	89%	71%	83%	57%
	2019	75%	81%	90%	83%	85%	92%	*	85%	-	*	71%	*	91%	85%	82%	88%
At Meets Grade Level or Above	2021	45%	55%	61%	50%	60%	64%	-	52%	-	*	39%	*	65%	41%	46%	43%
	2019	48%	56%	59%	33%	43%	66%	*	69%	-	*	35%	*	61%	54%	40%	50%
At Masters Grade Level	2021	18%	26%	32%	17%	27%	35%	-	33%	-	*	12%	*	33%	26%	20%	21%
	2019	21%	26%	37%	25%	17%	44%	*	38%	-	*	16%	*	40%	27%	22%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	85%	83%	84%	84%	-	95%	-	*	58%	*	88%	71%	83%	71%
	2019	82%	86%	88%	75%	85%	90%	*	92%	-	*	71%	*	87%	92%	82%	88%
At Meets Grade Level or Above	2021	37%	51%	55%	33%	56%	55%	-	62%	-	*	27%	*	58%	37%	49%	43%
	2019	52%	55%	63%	42%	47%	68%	*	85%	-	*	55%	*	64%	60%	51%	50%
At Masters Grade Level	2021	18%	25%	35%	17%	33%	36%	-	48%	-	*	9%	*	37%	29%	27%	21%
	2019	26%	27%	38%	25%	23%	40%	*	69%	-	*	26%	*	40%	29%	27%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	81%	83%	91%	79%	-	83%	-	*	47%	*	85%	70%	67%	83%
	2019	68%	77%	81%	57%	70%	84%	-	100%	-	*	50%	*	85%	67%	67%	67%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	30%	41%	48%	33%	50%	49%	-	50%	-	*	11%	*	49%	43%	28%	17%
	2019	38%	48%	48%	29%	35%	52%	-	57%	-	*	38%	*	52%	33%	33%	33%
At Masters Grade Level	2021	9%	13%	15%	17%	14%	14%	-	33%	-	*	5%	*	18%	4%	8%	17%
	2019	14%	18%	17%	0%	10%	20%	-	14%	-	*	0%	*	19%	7%	12%	11%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	74	76	86	73	76	-	79	-	*	72	*	76	74	70	72
	2018	63	66	67	*	71	67	-	43	-	*	75	*	66	69	62	50
Grade 4 Mathematics	2019	65	77	74	93	70	71	-	100	-	*	63	*	73	78	72	72
	2018	65	70	66	60	64	69	-	50	-	*	39	*	71	48	58	13
All Grades Both Subjects	2019	69	70	75	89	71	74	-	89	-	*	67	*	74	76	71	72
	2018	69	64	67	67	68	68	-	46	-	*	56	*	69	58	60	31
All Grades ELA/Reading	2019	68	69	76	86	73	76	-	79	-	*	72	*	76	74	70	72
	2018	69	64	67	*	71	67	-	43	-	*	75	*	66	69	62	50
All Grades Mathematics	2019	70	71	74	93	70	71	-	100	-	*	63	*	73	78	72	72
	2018	70	65	66	60	64	69	-	50	-	*	39	*	71	48	58	13

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	84%	-	-	-	-	-	-	54%	*	55%	-	*	86%	58%	100%
	2019	78%	83%	87%	-	-	-	-	-	-	81%	88%	67%	-	*		75%	
At Meets Grade Level or Above	2021	41%	53%	56%	-	-	-	-	-	-	21%	*	23%	-	*	57%	23%	88%
	2019	50%	55%	59%	-	-	-	-	-	-	35%	41%	22%	-	*		32%	
At Masters Grade Level	2021	18%	26%	30%	-	-	-	-	-	-	4%	*	5%	-	*	31%	8%	63%
	2019	24%	26%	33%	-	-	-	-	-	-	8%	12%	0%	-	*		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	86%	-	-	-	-	-	-	40%	*	44%	-	*	88%	45%	*
	2019	75%	81%	90%	-	-	-	-	-	-	90%	86%	*	-	*		82%	
At Meets Grade Level or Above	2021	45%	55%	61%	-	-	-	-	-	-	20%	*	22%	-	*	63%	27%	*
	2019	48%	56%	59%	-	-	-	-	-	-	40%	43%	*	-	*		36%	
At Masters Grade Level	2021	18%	26%	32%	-	-	-	-	-	-	0%	*	0%	-	*	33%	9%	*
	2019	21%	26%	37%	-	-	-	-	-	-	10%	14%	*	-	*		9%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	85%	-	-	-	-	-	-	60%	*	56%	-	*	86%	64%	*
	2019	82%	86%	88%	-	-	-	-	-	-	90%	86%	*	-	*		82%	
At Meets Grade Level or Above	2021	37%	51%	55%	-	-	-	-	-	-	30%	*	33%	-	*	56%	27%	*
	2019	52%	55%	63%	-	-	-	-	-	-	40%	43%	*	-	*		36%	
At Masters Grade Level	2021	18%	25%	35%	-	-	-	-	-	-	10%	*	11%	-	*	37%	9%	*
	2019	26%	27%	38%	-	-	-	-	-	-	10%	14%	*	-	*		9%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	81%	-	-	-	-	-	-	*	-	*	-	-	81%	*	*
	2019	68%	77%	81%	-	-	-	-	-	-	50%	*	*	-	-		50%	
At Meets Grade Level or Above	2021	30%	41%	48%	-	-	-	-	-	-	*	-	*	-	-	50%	*	*
	2019	38%	48%	48%	-	-	-	-	-	-	17%	*	*	-	-		17%	
At Masters Grade Level	2021	9%	13%	15%	-	-	-	-	-	-	*	-	*	-	-	15%	*	*
	2019	14%	18%	17%	-	-	-	-	-	-	0%	*	*	-	-		0%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	94%	96%	100%	*	100%	-	82%	96%	100%	99%	95%	96%	95%
Not Included in Accountability: Mobile	4%	3%	1%	6%	4%	0%	*	0%	-	18%	4%	0%	0%	5%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	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%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	99.2%	98.7%	98.8%	99.3%		* 99.7%	-	99.4%	98.8%	98.8%	99.0%
2018-19	95.4%	96.0%	96.5%	95.2%	96.4%	96.5%		* 98.3%	-	*	95.5%	95.8%	97.0%
Chronic Absenteeism													
2019-20	6.7%	5.2%	2.1%	6.7%	2.7%	1.8%		* 0.0%	-	0.0%	6.8%	4.0%	8.7%
2018-19	11.4%	9.7%	6.4%	23.1%	2.9%	6.6%		* 0.0%	-	16.7%	13.9%	12.8%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	579	100.0%	4,995	5,359,040	586	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	5	0.9%	0.5%	0.3%	11	1.9%	1.0%	0.4%
Pre-Kindergarten	10	1.7%	1.3%	3.7%	10	1.7%	1.3%	3.7%
Kindergarten	113	19.5%	7.0%	6.7%	113	19.3%	6.9%	6.7%
Grade 1	106	18.3%	7.3%	7.1%	106	18.1%	7.2%	7.1%
Grade 2	123	21.2%	8.2%	7.1%	123	21.0%	8.1%	7.1%
Grade 3	107	18.5%	7.4%	7.1%	108	18.4%	7.4%	7.1%
Grade 4	115	19.9%	7.8%	7.2%	115	19.6%	7.8%	7.2%
Grade 5	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	24	4.1%	8.4%	12.7%	24	4.1%	8.4%	12.7%
Hispanic	131	22.6%	28.1%	52.9%	132	22.5%	28.1%	52.9%
White	365	63.0%	53.3%	26.5%	371	63.3%	53.4%	26.5%
American Indian	2	0.3%	0.5%	0.3%	2	0.3%	0.5%	0.3%
Asian	46	7.9%	6.8%	4.7%	46	7.8%	6.8%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	1.9%	2.7%	2.7%	11	1.9%	2.7%	2.7%
Sex:								
Female	275	47.5%	48.7%	48.9%	279	47.6%	48.6%	48.9%
Male	304	52.5%	51.3%	51.1%	307	52.4%	51.4%	51.1%
Economically Disadvantaged	212	36.6%	50.8%	60.3%	214	36.5%	50.7%	60.2%
Non-Educationally Disadvantaged	367	63.4%	49.2%	39.7%	372	63.5%	49.3%	39.8%
Section 504 Students	28	4.8%	8.4%	7.2%	28	4.8%	8.4%	7.2%
EB Students/EL	51	8.8%	10.1%	20.7%	51	8.7%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	18	3.1%	4.4%	4.5%	18	3.1%	4.3%	4.5%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	1	0.2%	0.2%	1.1%	1	0.2%	0.2%	1.1%
Immigrant	6	1.0%	0.3%	2.0%	6	1.0%	0.3%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	0	0.0%	43.0%	64.5%	0	0.0%	43.1%	64.5%
Military Connected	10	1.7%	1.5%	2.7%	10	1.7%	1.5%	2.7%
At-Risk	165	28.5%	37.5%	49.2%	165	28.2%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	43	7.4%	9.4%	21.0%	43	7.3%	9.4%	20.9%
Gifted and Talented Education	31	5.4%	4.5%	8.3%	31	5.3%	4.5%	8.3%
Special Education	79	13.6%	11.8%	11.1%	83	14.2%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	16.5%	32.3%	42.5%				
Students with Physical Disabilities	34	43.0%	26.3%	21.3%				
Students with Autism	9	11.4%	**	14.1%				
Students with Behavioral Disabilities	23	29.1%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	54	10.3%	9.0%	13.8%				
By Ethnicity:								
African American	6	1.1%	1.9%	2.8%				
Hispanic	13	2.5%	2.1%	7.1%				
White	29	5.5%	4.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.4%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.8%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	5.4%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	4	17.4%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	27	14.2%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	101	19.4%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	0.6%	1.4%	0.0%	3.3%	4.8%
Grade 1	1.0%	1.8%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	0.0%	1.4%
Grade 3	1.1%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	3.1%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.5	17.3	17.7
Grade 1	20.9	19.1	18.0
Grade 2	19.7	20.1	18.0
Grade 3	17.7	18.7	18.2
Grade 4	19.1	19.3	18.3
Grade 5	-	21.1	19.8
Grade 6	-	18.6	19.4
Secondary:			
English/Language Arts	-	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	-	17.5	16.9
Science	-	18.4	17.9
Social Studies	-	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.5	100.0%	100.0%	100.0%
Professional Staff:	46.5	85.3%	66.3%	64.3%
Teachers	38.5	70.6%	54.3%	49.6%
Professional Support	6.0	11.0%	8.0%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	3.0%	3.0%
Educational Aides:	8.0	14.7%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	2.0	3.7%	12.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	2.0	5.2%	7.5%	28.4%
White	36.5	94.8%	88.7%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	2.0	5.2%	19.3%	23.8%
Females	36.5	94.8%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	31.0	80.5%	83.5%	73.0%
Masters	7.5	19.5%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.8%	4.6%	6.7%
1-5 Years Experience	11.0	28.6%	16.7%	27.8%
6-10 Years Experience	8.5	22.1%	20.8%	20.3%
11-20 Years Experience	7.0	18.2%	30.7%	29.1%
21-30 Years Experience	7.0	18.2%	18.6%	13.0%
Over 30 Years Experience	2.0	5.2%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.0	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.0	6.4
Average Years Experience of Principals with District	3.0	5.0	5.5
Average Years Experience of Assistant Principals	2.0	4.7	5.5
Average Years Experience of Assistant Principals with District	2.0	3.7	4.8
Average Years Experience of Teachers:	12.0	14.8	11.2
Average Years Experience of Teachers with District:	8.7	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,358	\$49,316	\$50,849
1-5 Years Experience	\$51,907	\$52,213	\$53,288
6-10 Years Experience	\$54,674	\$54,446	\$56,282
11-20 Years Experience	\$59,707	\$59,016	\$59,900
21-30 Years Experience	\$64,565	\$65,343	\$64,637
Over 30 Years Experience	\$73,848	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,178	\$59,033	\$57,641
Professional Support	\$66,332	\$72,142	\$68,030
Campus Administration (School Leadership)	\$81,158	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	4.7%	5.1%
Compensatory Education	1.0	2.6%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	34.0	88.3%	76.7%	71.0%
Special Education	3.0	7.8%	10.7%	9.4%
Other	0.0	0.0%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HELENA PARK EL (123905101) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HIGHLAND PARK EL

Campus Number: 123905102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously 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	2021	67%	83%	88%	*	83%	91%	-	*	-	*	71%	*	93%	67%	76%	75%
	2019	76%	89%	87%	82%	87%	89%	*	*	-	*	60%	-	90%	79%	84%	71%
At Meets Grade Level or Above	2021	39%	53%	53%	*	39%	62%	-	*	-	*	21%	*	60%	27%	47%	50%
	2019	45%	59%	54%	36%	47%	59%	*	*	-	*	33%	-	62%	29%	44%	29%
At Masters Grade Level	2021	19%	28%	22%	*	11%	27%	-	*	-	*	0%	*	25%	13%	21%	25%
	2019	27%	37%	32%	18%	23%	37%	*	*	-	*	13%	-	39%	11%	26%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	80%	75%	*	78%	71%	-	*	-	*	43%	*	82%	47%	68%	88%
	2019	79%	87%	83%	73%	80%	86%	*	*	-	*	80%	-	89%	64%	79%	79%
At Meets Grade Level or Above	2021	31%	46%	42%	*	33%	42%	-	*	-	*	0%	*	47%	20%	45%	50%
	2019	49%	59%	50%	27%	50%	53%	*	*	-	*	13%	-	54%	39%	42%	36%
At Masters Grade Level	2021	14%	24%	17%	*	6%	20%	-	*	-	*	0%	*	19%	7%	16%	38%
	2019	25%	34%	25%	9%	17%	27%	*	*	-	*	0%	-	29%	11%	19%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	79%	82%	86%	65%	85%	*	*	-	*	46%	*	82%	83%	64%	57%
	2019	75%	92%	100%	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	36%	52%	49%	43%	29%	55%	*	*	-	*	15%	*	52%	39%	29%	29%
	2019	44%	68%	78%	100%	61%	80%	-	*	-	-	40%	*	78%	75%	68%	17%
At Masters Grade Level	2021	17%	23%	19%	14%	18%	20%	*	*	-	*	0%	*	23%	6%	4%	0%
	2019	22%	35%	33%	50%	11%	40%	-	*	-	-	0%	*	34%	31%	25%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	76%	84%	57%	76%	88%	*	*	-	*	62%	*	85%	83%	71%	43%
	2019	75%	93%	99%	100%	100%	98%	-	*	-	-	100%	*	98%	100%	96%	100%
At Meets Grade Level or Above	2021	36%	53%	58%	14%	53%	68%	*	*	-	*	38%	*	61%	50%	36%	29%
	2019	48%	66%	69%	67%	56%	76%	-	*	-	-	40%	*	74%	50%	54%	17%
At Masters Grade Level	2021	21%	35%	39%	14%	35%	45%	*	*	-	*	31%	*	46%	11%	18%	0%
	2019	28%	44%	42%	67%	22%	47%	-	*	-	-	20%	*	46%	25%	32%	0%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	73%	77%	71%	59%	82%	*	*	-	*	50%	*	75%	83%	59%	29%
	2019	67%	84%	98%	100%	89%	100%	-	*	-	-	100%	*	98%	94%	97%	83%
At Meets Grade Level or Above	2021	27%	41%	44%	29%	29%	48%	*	*	-	*	29%	*	49%	22%	24%	29%
	2019	35%	54%	70%	67%	68%	73%	-	*	-	-	40%	*	71%	63%	55%	50%
At Masters Grade Level	2021	8%	14%	13%	29%	6%	15%	*	*	-	*	0%	*	16%	0%	3%	0%
	2019	11%	19%	27%	17%	16%	33%	-	*	-	-	20%	*	27%	25%	14%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	81%	72%	72%	84%	*	100%	-	83%	54%	100%	83%	74%	68%	59%
	2019	78%	83%	92%	88%	90%	94%	*	100%	-	*	80%	*	94%	84%	88%	83%
At Meets Grade Level or Above	2021	41%	53%	49%	31%	37%	56%	*	70%	-	33%	21%	60%	54%	32%	37%	38%
	2019	50%	55%	62%	53%	55%	67%	*	57%	-	*	29%	*	67%	47%	50%	30%
At Masters Grade Level	2021	18%	26%	22%	17%	15%	25%	*	40%	-	8%	6%	20%	26%	7%	13%	14%
	2019	24%	26%	31%	28%	18%	36%	*	43%	-	*	9%	*	35%	18%	23%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	84%	82%	74%	88%	*	*	-	80%	59%	*	87%	76%	71%	67%
	2019	75%	81%	92%	88%	92%	94%	*	100%	-	*	70%	*	94%	86%	89%	80%
At Meets Grade Level or Above	2021	45%	55%	51%	36%	34%	58%	*	*	-	40%	19%	*	55%	33%	39%	40%
	2019	48%	56%	64%	59%	52%	68%	*	83%	-	*	35%	*	69%	45%	52%	25%
At Masters Grade Level	2021	18%	26%	20%	9%	14%	23%	*	*	-	20%	0%	*	23%	9%	14%	13%
	2019	21%	26%	33%	29%	19%	38%	*	50%	-	*	10%	*	37%	18%	26%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	80%	64%	77%	81%	*	*	-	100%	52%	*	84%	67%	70%	67%
	2019	82%	86%	89%	82%	88%	91%	*	100%	-	*	85%	*	93%	77%	85%	85%
At Meets Grade Level or Above	2021	37%	51%	51%	27%	43%	57%	*	*	-	20%	19%	*	55%	36%	41%	40%
	2019	52%	55%	58%	41%	52%	63%	*	50%	-	*	20%	*	62%	43%	46%	30%
At Masters Grade Level	2021	18%	25%	29%	18%	20%	34%	*	*	-	0%	15%	*	34%	9%	17%	20%
	2019	26%	27%	32%	29%	19%	36%	*	50%	-	*	5%	*	36%	16%	24%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	77%	71%	59%	82%	*	*	-	*	50%	*	75%	83%	59%	29%
	2019	68%	77%	98%	100%	89%	100%	-	*	-	-	100%	*	98%	94%	97%	83%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	30%	41%	44%	29%	29%	48%	*	*	-	*	29%	*	49%	22%	24%	29%
	2019	38%	48%	70%	67%	68%	73%	-	*	-	-	40%	*	71%	63%	55%	50%
At Masters Grade Level	2021	9%	13%	13%	29%	6%	15%	*	*	-	*	0%	*	16%	0%	3%	0%
	2019	14%	18%	27%	17%	16%	33%	-	*	-	-	20%	*	27%	25%	14%	0%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	74	66	83	62	65	-	*	-	-	60	*	65	71	74	80
	2018	63	66	78	*	78	76	-	*	*	*	*	*	79	74	76	83
Grade 4 Mathematics	2019	65	77	75	100	71	77	-	*	-	-	100	*	75	79	67	50
	2018	65	70	70	*	67	71	-	*	*	*	44	*	67	77	75	80
All Grades Both Subjects	2019	69	70	71	92	66	71	-	*	-	-	80	*	70	75	70	65
	2018	69	64	73	86	72	73	-	83	*	*	50	*	73	76	76	82
All Grades ELA/Reading	2019	68	69	66	83	62	65	-	*	-	-	60	*	65	71	74	80
	2018	69	64	78	*	78	76	-	*	*	*	*	*	79	74	76	83
All Grades Mathematics	2019	70	71	75	100	71	77	-	*	-	-	100	*	75	79	67	50
	2018	70	65	70	*	67	71	-	*	*	*	44	*	67	77	75	80

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	81%	-	-	-	-	-	-	52%	-	52%	-	83%	83%	57%	*
	2019	78%	83%	92%	-	-	-	-	-	-	84%	83%	88%	-	*		83%	
At Meets Grade Level or Above	2021	41%	53%	49%	-	-	-	-	-	-	28%	-	28%	-	67%	51%	34%	*
	2019	50%	55%	62%	-	-	-	-	-	-	32%	28%	50%	-	*		30%	
At Masters Grade Level	2021	18%	26%	22%	-	-	-	-	-	-	10%	-	10%	-	0%	23%	9%	*
	2019	24%	26%	31%	-	-	-	-	-	-	9%	3%	38%	-	*		9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	84%	-	-	-	-	-	-	58%	-	58%	-	*	86%	64%	*
	2019	75%	81%	92%	-	-	-	-	-	-	79%	80%	*	-	*		80%	
At Meets Grade Level or Above	2021	45%	55%	51%	-	-	-	-	-	-	33%	-	33%	-	*	52%	36%	*
	2019	48%	56%	64%	-	-	-	-	-	-	26%	20%	*	-	*		25%	
At Masters Grade Level	2021	18%	26%	20%	-	-	-	-	-	-	8%	-	8%	-	*	21%	7%	*
	2019	21%	26%	33%	-	-	-	-	-	-	11%	7%	*	-	*		10%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	80%	-	-	-	-	-	-	58%	-	58%	-	*	82%	64%	*
	2019	82%	86%	89%	-	-	-	-	-	-	89%	87%	*	-	*		85%	
At Meets Grade Level or Above	2021	37%	51%	51%	-	-	-	-	-	-	25%	-	25%	-	*	52%	36%	*
	2019	52%	55%	58%	-	-	-	-	-	-	32%	27%	*	-	*		30%	
At Masters Grade Level	2021	18%	25%	29%	-	-	-	-	-	-	17%	-	17%	-	*	30%	14%	*
	2019	26%	27%	32%	-	-	-	-	-	-	11%	0%	*	-	*		10%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	77%	-	-	-	-	-	-	20%	-	20%	-	*	81%	29%	-
	2019	68%	77%	98%	-	-	-	-	-	-	83%	83%	-	-	-		83%	
At Meets Grade Level or Above	2021	30%	41%	44%	-	-	-	-	-	-	20%	-	20%	-	*	45%	29%	-
	2019	38%	48%	70%	-	-	-	-	-	-	50%	50%	-	-	-		50%	
At Masters Grade Level	2021	9%	13%	13%	-	-	-	-	-	-	0%	-	0%	-	*	14%	0%	-
	2019	14%	18%	27%	-	-	-	-	-	-	0%	0%	-	-	-		0%	

* 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
2020-21 STAAR Participation (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	95%	96%	94%	*	88%	-	*	90%	33%	99%	81%	94%	100%
Not Included in Accountability: Mobile	4%	3%	6%	5%	4%	6%	*	13%	-	*	10%	67%	1%	19%	6%	0%
Not Included in Accountability: Other Exclusions	1%	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%
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	99.1%	98.8%	99.2%	99.2%	*	99.8%	-	99.0%	98.8%	98.8%	99.3%
2018-19	95.4%	96.0%	96.3%	96.1%	95.9%	96.5%	*	98.5%	-	92.0%	95.6%	95.5%	96.9%
Chronic Absenteeism													
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%
2018-19	11.4%	9.7%	6.2%	3.3%	8.4%	5.2%	*	0.0%	-	30.0%	6.0%	7.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	442	100.0%	4,995	5,359,040	450	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	5	1.1%	0.5%	0.3%	13	2.9%	1.0%	0.4%
Pre-Kindergarten	13	2.9%	1.3%	3.7%	13	2.9%	1.3%	3.7%
Kindergarten	76	17.2%	7.0%	6.7%	76	16.9%	6.9%	6.7%
Grade 1	86	19.5%	7.3%	7.1%	86	19.1%	7.2%	7.1%
Grade 2	83	18.8%	8.2%	7.1%	83	18.4%	8.1%	7.1%
Grade 3	84	19.0%	7.4%	7.1%	84	18.7%	7.4%	7.1%
Grade 4	95	21.5%	7.8%	7.2%	95	21.1%	7.8%	7.2%
Grade 5	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	28	6.3%	8.4%	12.7%	28	6.2%	8.4%	12.7%
Hispanic	134	30.3%	28.1%	52.9%	137	30.4%	28.1%	52.9%
White	250	56.6%	53.3%	26.5%	255	56.7%	53.4%	26.5%
American Indian	3	0.7%	0.5%	0.3%	3	0.7%	0.5%	0.3%
Asian	13	2.9%	6.8%	4.7%	13	2.9%	6.8%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	3.2%	2.7%	2.7%	14	3.1%	2.7%	2.7%
Sex:								
Female	240	54.3%	48.7%	48.9%	240	53.3%	48.6%	48.9%
Male	202	45.7%	51.3%	51.1%	210	46.7%	51.4%	51.1%
Economically Disadvantaged	217	49.1%	50.8%	60.3%	221	49.1%	50.7%	60.2%
Non-Educationally Disadvantaged	225	50.9%	49.2%	39.7%	229	50.9%	49.3%	39.8%
Section 504 Students	20	4.5%	8.4%	7.2%	20	4.4%	8.4%	7.2%
EB Students/EL	45	10.2%	10.1%	20.7%	45	10.0%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.2%	1.3%	1.2%				
Students w/ Dyslexia	17	3.8%	4.4%	4.5%	17	3.8%	4.3%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	1	0.2%	0.2%	1.1%	1	0.2%	0.2%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Title I	439	99.3%	43.0%	64.5%	447	99.3%	43.1%	64.5%
Military Connected	7	1.6%	1.5%	2.7%	7	1.6%	1.5%	2.7%
At-Risk	133	30.1%	37.5%	49.2%	133	29.6%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	41	9.3%	9.4%	21.0%	41	9.1%	9.4%	20.9%
Gifted and Talented Education	10	2.3%	4.5%	8.3%	10	2.2%	4.5%	8.3%
Special Education	54	12.2%	11.8%	11.1%	59	13.1%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	54							
By Type of Primary Disability								
Students with Intellectual Disabilities	10	18.5%	32.3%	42.5%				
Students with Physical Disabilities	27	50.0%	26.3%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	8	14.8%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	39	9.6%	9.0%	13.8%				
By Ethnicity:								
African American	9	2.2%	1.9%	2.8%				
Hispanic	9	2.2%	2.1%	7.1%				
White	18	4.4%	4.1%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	9.1%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	5.6%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	15.2%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	49	13.1%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.6%	1.4%	0.0%	3.3%	4.8%
Grade 1	0.0%	1.8%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	0.0%	1.4%
Grade 3	1.3%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	1.0%	0.3%	0.3%	0.0%	3.1%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.0	17.3	17.7
Grade 1	21.5	19.1	18.0
Grade 2	20.7	20.1	18.0
Grade 3	16.3	18.7	18.2
Grade 4	18.9	19.3	18.3
Grade 5	-	21.1	19.8
Grade 6	-	18.6	19.4
Secondary:			
English/Language Arts	-	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	-	17.5	16.9
Science	-	18.4	17.9
Social Studies	-	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	46.0	100.0%	100.0%	100.0%
Professional Staff:	39.0	84.8%	66.3%	64.3%
Teachers	32.0	69.6%	54.3%	49.6%
Professional Support	5.0	10.9%	8.0%	10.6%
Campus Administration (School Leadership)	2.0	4.3%	3.0%	3.0%
Educational Aides:	7.0	15.2%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	4.0	8.7%	12.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	0.0	0.0%	7.5%	28.4%
White	31.0	96.9%	88.7%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	3.1%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	2.0	6.3%	19.3%	23.8%
Females	30.0	93.7%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	28.0	87.5%	83.5%	73.0%
Masters	4.0	12.5%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.6%	6.7%
1-5 Years Experience	5.0	15.6%	16.7%	27.8%
6-10 Years Experience	6.0	18.7%	20.8%	20.3%
11-20 Years Experience	8.0	25.0%	30.7%	29.1%
21-30 Years Experience	9.0	28.1%	18.6%	13.0%
Over 30 Years Experience	4.0	12.5%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.0	6.4
Average Years Experience of Principals with District	8.0	5.0	5.5
Average Years Experience of Assistant Principals	2.0	4.7	5.5
Average Years Experience of Assistant Principals with District	2.0	3.7	4.8
Average Years Experience of Teachers:	17.3	14.8	11.2
Average Years Experience of Teachers with District:	13.3	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,316	\$50,849
1-5 Years Experience	\$51,675	\$52,213	\$53,288
6-10 Years Experience	\$53,933	\$54,446	\$56,282
11-20 Years Experience	\$58,913	\$59,016	\$59,900
21-30 Years Experience	\$66,295	\$65,343	\$64,637
Over 30 Years Experience	\$71,600	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$60,511	\$59,033	\$57,641
Professional Support	\$68,643	\$72,142	\$68,030
Campus Administration (School Leadership)	\$80,109	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.1%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	4.7%	5.1%
Compensatory Education	0.8	2.3%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	27.0	84.4%	76.7%	71.0%
Special Education	3.3	10.2%	10.7%	9.4%
Other	0.0	0.0%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HILLCREST EL

Campus Number: 123905103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	83%	72%	71%	75%	62%	-	91%	-	*	25%	*	76%	55%	65%	83%
	2019	76%	89%	81%	63%	96%	77%	-	100%	*	71%	56%	-	87%	67%	72%	96%
At Meets Grade Level or Above	2021	39%	53%	40%	29%	36%	41%	-	73%	-	*	0%	*	44%	25%	32%	48%
	2019	45%	59%	56%	37%	72%	54%	-	80%	*	29%	25%	-	62%	41%	45%	70%
At Masters Grade Level	2021	19%	28%	23%	24%	22%	21%	-	36%	-	*	0%	*	25%	15%	10%	28%
	2019	27%	37%	38%	21%	44%	42%	-	50%	*	29%	19%	-	43%	26%	28%	43%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	80%	69%	53%	75%	77%	-	64%	-	*	25%	*	70%	65%	59%	69%
	2019	79%	87%	81%	63%	92%	85%	-	100%	*	43%	56%	-	87%	67%	74%	91%
At Meets Grade Level or Above	2021	31%	46%	31%	18%	31%	30%	-	64%	-	*	0%	*	33%	25%	20%	41%
	2019	49%	59%	55%	37%	84%	46%	-	60%	*	29%	38%	-	57%	48%	47%	70%
At Masters Grade Level	2021	14%	24%	17%	12%	17%	10%	-	45%	-	*	0%	*	18%	10%	10%	31%
	2019	25%	34%	32%	11%	52%	23%	-	60%	*	14%	13%	-	33%	30%	28%	43%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	79%	63%	50%	67%	67%	-	60%	-	*	25%	*	64%	63%	60%	52%
	2019	75%	92%	87%	86%	89%	84%	*	81%	-	*	57%	-	85%	90%	81%	89%
At Meets Grade Level or Above	2021	36%	52%	37%	7%	43%	39%	-	40%	-	*	13%	*	38%	33%	25%	40%
	2019	44%	68%	61%	43%	64%	53%	*	69%	-	*	29%	-	65%	55%	56%	61%
At Masters Grade Level	2021	17%	23%	12%	0%	13%	12%	-	10%	-	*	0%	*	15%	4%	5%	8%
	2019	22%	35%	25%	0%	25%	26%	*	38%	-	*	0%	-	30%	17%	19%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	76%	56%	36%	53%	58%	-	80%	-	*	25%	*	59%	46%	42%	48%
	2019	75%	93%	92%	100%	93%	89%	*	94%	-	*	71%	-	96%	86%	90%	93%
At Meets Grade Level or Above	2021	36%	53%	39%	14%	47%	36%	-	50%	-	*	0%	*	42%	29%	27%	32%
	2019	48%	66%	59%	43%	61%	47%	*	81%	-	*	29%	-	72%	38%	50%	57%
At Masters Grade Level	2021	21%	35%	30%	0%	33%	30%	-	50%	-	*	0%	*	35%	17%	18%	24%
	2019	28%	44%	40%	14%	50%	32%	*	50%	-	*	14%	-	48%	28%	38%	46%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	73%	59%	31%	73%	64%	-	45%	-	*	0%	*	62%	50%	51%	62%
	2019	67%	84%	69%	29%	76%	55%	*	88%	-	*	13%	-	77%	57%	67%	72%
At Meets Grade Level or Above	2021	27%	41%	23%	6%	33%	18%	-	18%	-	*	0%	*	25%	17%	12%	19%
	2019	35%	54%	45%	14%	45%	30%	*	75%	-	*	13%	-	53%	33%	42%	59%
At Masters Grade Level	2021	8%	14%	11%	6%	13%	6%	-	9%	-	*	0%	*	10%	13%	4%	8%
	2019	11%	19%	14%	0%	17%	5%	*	31%	-	*	0%	-	19%	7%	8%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	64%	49%	69%	65%	-	68%	-	54%	20%	50%	66%	55%	56%	63%
	2019	78%	83%	82%	66%	89%	78%	*	91%	*	69%	52%	-	86%	73%	76%	88%
At Meets Grade Level or Above	2021	41%	53%	34%	15%	38%	33%	-	49%	-	46%	3%	38%	36%	26%	23%	37%
	2019	50%	55%	55%	36%	64%	46%	*	74%	*	38%	28%	-	62%	43%	48%	63%
At Masters Grade Level	2021	18%	26%	19%	9%	20%	16%	-	30%	-	46%	0%	13%	21%	12%	9%	20%
	2019	24%	26%	30%	12%	37%	26%	*	44%	*	15%	11%	-	35%	21%	24%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	68%	61%	71%	65%	-	76%	-	60%	25%	*	70%	59%	63%	69%
	2019	75%	81%	83%	69%	92%	80%	*	88%	*	82%	57%	-	86%	79%	76%	92%
At Meets Grade Level or Above	2021	45%	55%	38%	19%	39%	40%	-	57%	-	40%	6%	*	41%	30%	29%	44%
	2019	48%	56%	58%	38%	68%	53%	*	73%	*	45%	26%	-	64%	48%	50%	65%
At Masters Grade Level	2021	18%	26%	18%	13%	18%	16%	-	24%	-	40%	0%	*	21%	9%	8%	19%
	2019	21%	26%	32%	15%	34%	36%	*	42%	*	27%	13%	-	37%	21%	24%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	62%	45%	65%	67%	-	71%	-	40%	25%	*	65%	55%	51%	59%
	2019	82%	86%	86%	73%	92%	87%	*	96%	*	55%	61%	-	91%	77%	81%	92%
At Meets Grade Level or Above	2021	37%	51%	35%	16%	38%	33%	-	57%	-	40%	0%	*	37%	27%	23%	37%
	2019	52%	55%	56%	38%	72%	47%	*	73%	*	27%	35%	-	64%	43%	49%	63%
At Masters Grade Level	2021	18%	25%	23%	6%	24%	21%	-	48%	-	40%	0%	*	26%	14%	14%	28%
	2019	26%	27%	36%	12%	51%	27%	*	54%	*	9%	13%	-	39%	29%	33%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	59%	31%	73%	64%	-	45%	-	*	0%	*	62%	50%	51%	62%
	2019	68%	77%	69%	29%	76%	55%	*	88%	-	*	13%	-	77%	57%	67%	72%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	30%	41%	23%	6%	33%	18%	-	18%	-	*	0%	*	25%	17%	12%	19%
	2019	38%	48%	45%	14%	45%	30%	*	75%	-	*	13%	-	53%	33%	42%	59%
At Masters Grade Level	2021	9%	13%	11%	6%	13%	6%	-	9%	-	*	0%	*	10%	13%	4%	8%
	2019	14%	18%	14%	0%	17%	5%	*	31%	-	*	0%	-	19%	7%	8%	14%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	74	74	93	79	61	*	63	-	*	71	-	72	76	74	69
	2018	63	66	58	54	60	63	-	54	-	*	*	*	61	53	57	62
Grade 4 Mathematics	2019	65	77	87	93	85	92	*	93	-	*	79	-	92	78	89	81
	2018	65	70	68	62	65	65	-	92	-	*	30	*	69	65	66	69
All Grades Both Subjects	2019	69	70	80	93	82	76	*	78	-	67	75	-	82	77	81	75
	2018	69	64	63	58	62	64	-	73	-	*	39	56	65	59	61	65
All Grades ELA/Reading	2019	68	69	74	93	79	61	*	63	-	*	71	-	72	76	74	69
	2018	69	64	58	54	60	63	-	54	-	*	*	*	61	53	57	62
All Grades Mathematics	2019	70	71	87	93	85	92	*	93	-	*	79	-	92	78	89	81
	2018	70	65	68	62	65	65	-	92	-	*	30	*	69	65	66	69

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	64%	65%	54%	-	-	88%	-	60%	50%	63%	-	60%	64%	62%	100%
	2019	78%	83%	82%	82%	82%	-	-	-	-	82%	84%	*	-	80%		82%	
At Meets Grade Level or Above	2021	41%	53%	34%	42%	38%	-	-	50%	-	29%	7%	37%	-	20%	33%	34%	100%
	2019	50%	55%	55%	47%	47%	-	-	-	-	51%	53%	*	-	60%		50%	
At Masters Grade Level	2021	18%	26%	19%	24%	19%	-	-	33%	-	15%	7%	17%	-	0%	18%	18%	80%
	2019	24%	26%	30%	16%	16%	-	-	-	-	29%	30%	*	-	40%		24%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	68%	68%	56%	-	-	83%	-	70%	60%	72%	-	*	67%	67%	*
	2019	75%	81%	83%	87%	87%	-	-	-	-	89%	88%	*	-	*		89%	
At Meets Grade Level or Above	2021	45%	55%	38%	46%	50%	-	-	42%	-	39%	0%	50%	-	*	36%	42%	*
	2019	48%	56%	58%	47%	47%	-	-	-	-	50%	53%	*	-	*		51%	
At Masters Grade Level	2021	18%	26%	18%	18%	13%	-	-	25%	-	17%	0%	22%	-	*	18%	15%	*
	2019	21%	26%	32%	7%	7%	-	-	-	-	33%	35%	*	-	*		23%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	62%	64%	44%	-	-	92%	-	52%	20%	61%	-	*	64%	58%	*
	2019	82%	86%	86%	93%	93%	-	-	-	-	83%	88%	*	-	*		89%	
At Meets Grade Level or Above	2021	37%	51%	35%	46%	38%	-	-	58%	-	26%	20%	28%	-	*	34%	35%	*
	2019	52%	55%	56%	60%	60%	-	-	-	-	44%	47%	*	-	*		51%	
At Masters Grade Level	2021	18%	25%	23%	36%	31%	-	-	42%	-	17%	20%	17%	-	*	21%	25%	*
	2019	26%	27%	36%	27%	27%	-	-	-	-	33%	35%	*	-	*		31%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	59%	63%	63%	-	-	-	-	56%	*	40%	-	*	58%	60%	*
	2019	68%	77%	69%	50%	50%	-	-	-	-	67%	67%	-	-	*		56%	
At Meets Grade Level or Above	2021	30%	41%	23%	25%	25%	-	-	-	-	11%	*	20%	-	*	24%	16%	*
	2019	38%	48%	45%	25%	25%	-	-	-	-	67%	67%	-	-	*		44%	
At Masters Grade Level	2021	9%	13%	11%	13%	13%	-	-	-	-	0%	*	0%	-	*	12%	8%	*
	2019	14%	18%	14%	13%	13%	-	-	-	-	11%	11%	-	-	*		11%	

* 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
2020-21 STAAR Participation (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	94%	94%	97%	50%	100%	*	100%	98%	-	100%	89%	96%	96%
Not Included in Accountability: Mobile	4%	3%	4%	6%	3%	3%	50%	0%	*	0%	0%	-	0%	9%	3%	1%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	0%	0%	0%	*	0%	2%	-	0%	1%	1%	2%
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	98.8%	97.8%	98.9%	99.1%		* 99.4%		* 98.6%	98.6%	98.5%	99.1%
2018-19	95.4%	96.0%	96.1%	94.3%	96.2%	96.3%		* 97.4%		* 95.4%	95.9%	95.5%	96.2%
Chronic Absenteeism													
2019-20	6.7%	5.2%	3.2%	10.3%	2.4%	0.7%		* 0.0%		* 0.0%	1.8%	5.1%	0.8%
2018-19	11.4%	9.7%	5.9%	18.5%	2.7%	3.3%		* 0.0%		* 12.5%	3.9%	8.3%	2.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	545	100.0%	4,995	5,359,040	550	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	6	1.1%	0.5%	0.3%	11	2.0%	1.0%	0.4%
Pre-Kindergarten	30	5.5%	1.3%	3.7%	30	5.5%	1.3%	3.7%
Kindergarten	94	17.2%	7.0%	6.7%	94	17.1%	6.9%	6.7%
Grade 1	102	18.7%	7.3%	7.1%	102	18.5%	7.2%	7.1%
Grade 2	109	20.0%	8.2%	7.1%	109	19.8%	8.1%	7.1%
Grade 3	104	19.1%	7.4%	7.1%	104	18.9%	7.4%	7.1%
Grade 4	100	18.3%	7.8%	7.2%	100	18.2%	7.8%	7.2%
Grade 5	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	88	16.1%	8.4%	12.7%	88	16.0%	8.4%	12.7%
Hispanic	210	38.5%	28.1%	52.9%	211	38.4%	28.1%	52.9%
White	159	29.2%	53.3%	26.5%	163	29.6%	53.4%	26.5%
American Indian	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Asian	61	11.2%	6.8%	4.7%	61	11.1%	6.8%	4.7%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	26	4.8%	2.7%	2.7%	26	4.7%	2.7%	2.7%
Sex:								
Female	265	48.6%	48.7%	48.9%	267	48.5%	48.6%	48.9%
Male	280	51.4%	51.3%	51.1%	283	51.5%	51.4%	51.1%
Economically Disadvantaged	366	67.2%	50.8%	60.3%	368	66.9%	50.7%	60.2%
Non-Educationally Disadvantaged	179	32.8%	49.2%	39.7%	182	33.1%	49.3%	39.8%
Section 504 Students	26	4.8%	8.4%	7.2%	26	4.7%	8.4%	7.2%
EB Students/EL	151	27.7%	10.1%	20.7%	151	27.5%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	23	4.2%	4.4%	4.5%	23	4.2%	4.3%	4.5%
Foster Care	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%

211

Texas Education Agency
2020-21 Student Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.2%	1.1%	0	0.0%	0.2%	1.1%
Immigrant	5	0.9%	0.3%	2.0%	5	0.9%	0.3%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	542	99.4%	43.0%	64.5%	545	99.1%	43.1%	64.5%
Military Connected	8	1.5%	1.5%	2.7%	8	1.5%	1.5%	2.7%
At-Risk	215	39.4%	37.5%	49.2%	215	39.1%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	145	26.6%	9.4%	21.0%	145	26.4%	9.4%	20.9%
Gifted and Talented Education	16	2.9%	4.5%	8.3%	16	2.9%	4.5%	8.3%
Special Education	48	8.8%	11.8%	11.1%	50	9.1%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	48							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	16.7%	32.3%	42.5%				
Students with Physical Disabilities	27	56.3%	26.3%	21.3%				
Students with Autism	5	10.4%	**	14.1%				
Students with Behavioral Disabilities	8	16.7%	25.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	42	9.0%	9.0%	13.8%				
By Ethnicity:								
African American	13	2.8%	1.9%	2.8%				
Hispanic	10	2.1%	2.1%	7.1%				
White	10	2.1%	4.1%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	7	1.5%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	5.3%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	10	8.1%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	26	8.8%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	102	20.1%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.6%	1.4%	0.0%	3.3%	4.8%
Grade 1	0.0%	1.8%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	3.1%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.8	17.3	17.7
Grade 1	17.3	19.1	18.0
Grade 2	18.2	20.1	18.0
Grade 3	22.3	18.7	18.2
Grade 4	20.7	19.3	18.3
Grade 5	-	21.1	19.8
Grade 6	-	18.6	19.4
Secondary:			
English/Language Arts	-	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	-	17.5	16.9
Science	-	18.4	17.9
Social Studies	-	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	53.0	100.0%	100.0%	100.0%
Professional Staff:	46.0	86.8%	66.3%	64.3%
Teachers	40.0	75.5%	54.3%	49.6%
Professional Support	4.0	7.5%	8.0%	10.6%
Campus Administration (School Leadership)	2.0	3.8%	3.0%	3.0%
Educational Aides:	7.0	13.2%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	12.0	22.6%	12.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	8.0	20.0%	7.5%	28.4%
White	30.0	75.0%	88.7%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	2.0	5.0%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	3.0	7.5%	19.3%	23.8%
Females	37.0	92.5%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	37.0	92.5%	83.5%	73.0%
Masters	3.0	7.5%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.5%	4.6%	6.7%
1-5 Years Experience	9.0	22.5%	16.7%	27.8%
6-10 Years Experience	8.0	20.0%	20.8%	20.3%
11-20 Years Experience	12.0	30.0%	30.7%	29.1%
21-30 Years Experience	8.0	20.0%	18.6%	13.0%
Over 30 Years Experience	0.0	0.0%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.6	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.0	6.4
Average Years Experience of Principals with District	8.0	5.0	5.5
Average Years Experience of Assistant Principals	4.0	4.7	5.5
Average Years Experience of Assistant Principals with District	4.0	3.7	4.8
Average Years Experience of Teachers:	11.7	14.8	11.2
Average Years Experience of Teachers with District:	8.6	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,999	\$49,316	\$50,849
1-5 Years Experience	\$52,922	\$52,213	\$53,288
6-10 Years Experience	\$54,225	\$54,446	\$56,282
11-20 Years Experience	\$59,195	\$59,016	\$59,900
21-30 Years Experience	\$64,162	\$65,343	\$64,637
Over 30 Years Experience	-	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,022	\$59,033	\$57,641
Professional Support	\$64,868	\$72,142	\$68,030
Campus Administration (School Leadership)	\$84,762	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.2	15.6%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	4.7%	5.1%
Compensatory Education	1.9	4.8%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.8	74.6%	76.7%	71.0%
Special Education	2.0	5.0%	10.7%	9.4%
Other	0.0	0.0%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HILLCREST EL (123905103) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: LANGHAM EL

Campus Number: 123905104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously 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	2021	67%	83%	94%	100%	90%	97%	-	100%	-	*	83%	*	95%	92%	95%	*
	2019	76%	89%	100%	*	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	39%	53%	61%	60%	50%	65%	-	80%	-	*	67%	*	66%	38%	51%	*
	2019	45%	59%	69%	*	76%	66%	-	100%	*	40%	40%	*	70%	65%	61%	86%
At Masters Grade Level	2021	19%	28%	35%	0%	20%	43%	-	60%	-	*	33%	*	41%	8%	26%	*
	2019	27%	37%	42%	*	29%	45%	-	100%	*	0%	10%	*	45%	29%	34%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	80%	90%	60%	95%	95%	-	80%	-	*	83%	*	91%	85%	86%	*
	2019	79%	87%	96%	*	94%	96%	-	100%	*	100%	70%	*	97%	94%	95%	86%
At Meets Grade Level or Above	2021	31%	46%	58%	60%	40%	68%	-	60%	-	*	50%	*	64%	31%	49%	*
	2019	49%	59%	69%	*	76%	64%	-	100%	*	60%	30%	*	68%	71%	68%	71%
At Masters Grade Level	2021	14%	24%	28%	20%	10%	32%	-	60%	-	*	17%	*	32%	8%	19%	*
	2019	25%	34%	49%	*	53%	49%	-	80%	*	20%	20%	*	52%	41%	54%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	79%	85%	*	75%	93%	-	*	-	*	38%	-	85%	82%	78%	100%
	2019	75%	92%	93%	*	96%	89%	-	*	*	*	67%	*	93%	95%	94%	92%
At Meets Grade Level or Above	2021	36%	52%	59%	*	42%	68%	-	*	-	*	8%	-	61%	53%	46%	50%
	2019	44%	68%	76%	*	81%	71%	-	*	*	*	33%	*	82%	58%	71%	83%
At Masters Grade Level	2021	17%	23%	30%	*	17%	37%	-	*	-	*	0%	-	31%	24%	19%	13%
	2019	22%	35%	46%	*	52%	45%	-	*	*	*	17%	*	51%	32%	40%	42%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	76%	83%	*	79%	85%	-	*	-	*	23%	-	83%	82%	76%	88%
	2019	75%	93%	96%	*	96%	95%	-	*	*	*	67%	*	96%	95%	97%	92%
At Meets Grade Level or Above	2021	36%	53%	62%	*	42%	76%	-	*	-	*	15%	-	61%	65%	46%	50%
	2019	48%	66%	76%	*	78%	71%	-	*	*	*	17%	*	76%	74%	74%	75%
At Masters Grade Level	2021	21%	35%	35%	*	21%	46%	-	*	-	*	0%	-	35%	35%	19%	13%
	2019	28%	44%	51%	*	59%	50%	-	*	*	*	17%	*	56%	37%	51%	58%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	73%	72%	*	71%	73%	-	*	-	*	23%	-	74%	65%	59%	88%
	2019	67%	84%	92%	*	93%	92%	-	*	*	*	67%	*	95%	84%	94%	92%
At Meets Grade Level or Above	2021	27%	41%	52%	*	46%	59%	-	*	-	*	15%	-	54%	47%	35%	50%
	2019	35%	54%	55%	*	56%	55%	-	*	*	*	17%	*	56%	53%	49%	42%
At Masters Grade Level	2021	8%	14%	17%	*	13%	20%	-	*	-	*	0%	-	19%	12%	8%	13%
	2019	11%	19%	19%	*	19%	21%	-	*	*	*	0%	*	22%	11%	9%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	80%	85%	69%	81%	88%	-	84%	-	71%	41%	*	86%	81%	80%	90%
	2019	78%	83%	95%	94%	96%	95%	-	100%	100%	100%	76%	100%	96%	93%	96%	92%
At Meets Grade Level or Above	2021	41%	53%	58%	56%	44%	67%	-	58%	-	57%	24%	*	61%	48%	46%	40%
	2019	50%	55%	69%	63%	73%	65%	-	100%	80%	56%	29%	100%	71%	64%	65%	70%
At Masters Grade Level	2021	18%	26%	29%	6%	16%	36%	-	47%	-	43%	6%	*	32%	18%	18%	10%
	2019	24%	26%	41%	31%	43%	42%	-	63%	40%	13%	13%	100%	45%	30%	38%	36%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	80%	89%	86%	82%	95%	-	88%	-	*	53%	*	90%	87%	88%	91%
	2019	75%	81%	97%	100%	98%	95%	-	100%	*	100%	88%	*	97%	97%	97%	95%
At Meets Grade Level or Above	2021	45%	55%	60%	57%	45%	67%	-	75%	-	*	26%	*	64%	47%	49%	36%
	2019	48%	56%	72%	67%	80%	68%	-	100%	*	57%	38%	*	76%	61%	66%	84%
At Masters Grade Level	2021	18%	26%	32%	0%	18%	40%	-	50%	-	*	11%	*	36%	17%	23%	9%
	2019	21%	26%	44%	33%	43%	45%	-	86%	*	0%	13%	*	48%	31%	37%	37%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	80%	86%	57%	86%	90%	-	88%	-	*	42%	*	87%	83%	81%	91%
	2019	82%	86%	96%	100%	95%	95%	-	100%	*	100%	69%	*	97%	94%	96%	89%
At Meets Grade Level or Above	2021	37%	51%	60%	57%	41%	72%	-	50%	-	*	26%	*	63%	50%	48%	36%
	2019	52%	55%	72%	67%	77%	67%	-	100%	*	71%	25%	*	72%	72%	71%	74%
At Masters Grade Level	2021	18%	25%	31%	14%	16%	40%	-	50%	-	*	5%	*	34%	23%	19%	9%
	2019	26%	27%	50%	33%	57%	49%	-	57%	*	29%	19%	*	54%	39%	53%	47%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	72%	*	71%	73%	-	*	-	*	23%	-	74%	65%	59%	88%
	2019	68%	77%	92%	*	93%	92%	-	*	*	*	67%	*	95%	84%	94%	92%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	30%	41%	52%	*	46%	59%	-	*	-	*	15%	-	54%	47%	35%	50%
	2019	38%	48%	55%	*	56%	55%	-	*	*	*	17%	*	56%	53%	49%	42%
At Masters Grade Level	2021	9%	13%	17%	*	13%	20%	-	*	-	*	0%	-	19%	12%	8%	13%
	2019	14%	18%	19%	*	19%	21%	-	*	*	*	0%	*	22%	11%	9%	17%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	74	82	*	93	81	-	*	*	*	75	*	86	69	90	92
	2018	63	66	63	*	63	64	*	*	-	-	64	-	57	76	66	75
Grade 4 Mathematics	2019	65	77	76	*	83	73	-	*	*	*	83	*	76	75	71	79
	2018	65	70	78	*	77	78	*	*	-	-	75	-	77	81	79	88
All Grades Both Subjects	2019	69	70	79	50	88	77	-	*	*	*	79	*	81	72	80	85
	2018	69	64	70	58	70	71	*	*	-	-	70	-	67	79	73	81
All Grades ELA/Reading	2019	68	69	82	*	93	81	-	*	*	*	75	*	86	69	90	92
	2018	69	64	63	*	63	64	*	*	-	-	64	-	57	76	66	75
All Grades Mathematics	2019	70	71	76	*	83	73	-	*	*	*	83	*	76	75	71	79
	2018	70	65	78	*	77	78	*	*	-	-	75	-	77	81	79	88

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	80%	85%	-	-	-	-	-	-	95%	*	100%	-	67%	84%	89%	*
	2019	78%	83%	95%	-	-	-	-	-	-	86%	100%	50%	-	100%	-	88%	-
At Meets Grade Level or Above	2021	41%	53%	58%	-	-	-	-	-	-	29%	*	32%	-	50%	60%	33%	*
	2019	50%	55%	69%	-	-	-	-	-	-	55%	67%	25%	-	60%	-	56%	-
At Masters Grade Level	2021	18%	26%	29%	-	-	-	-	-	-	0%	*	0%	-	0%	31%	0%	*
	2019	24%	26%	41%	-	-	-	-	-	-	24%	29%	13%	-	20%	-	24%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	80%	89%	-	-	-	-	-	-	88%	*	100%	-	*	89%	90%	*
	2019	75%	81%	97%	-	-	-	-	-	-	91%	100%	*	-	*	-	92%	-
At Meets Grade Level or Above	2021	45%	55%	60%	-	-	-	-	-	-	13%	*	14%	-	*	62%	30%	*
	2019	48%	56%	72%	-	-	-	-	-	-	73%	88%	*	-	*	-	77%	-
At Masters Grade Level	2021	18%	26%	32%	-	-	-	-	-	-	0%	*	0%	-	*	34%	0%	*
	2019	21%	26%	44%	-	-	-	-	-	-	27%	25%	*	-	*	-	23%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	80%	86%	-	-	-	-	-	-	100%	*	100%	-	*	86%	90%	*
	2019	82%	86%	96%	-	-	-	-	-	-	82%	100%	*	-	*	-	85%	-
At Meets Grade Level or Above	2021	37%	51%	60%	-	-	-	-	-	-	38%	*	43%	-	*	62%	30%	*
	2019	52%	55%	72%	-	-	-	-	-	-	64%	75%	*	-	*	-	62%	-
At Masters Grade Level	2021	18%	25%	31%	-	-	-	-	-	-	0%	*	0%	-	*	33%	0%	*
	2019	26%	27%	50%	-	-	-	-	-	-	36%	50%	*	-	*	-	38%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	72%	-	-	-	-	-	-	100%	-	100%	-	*	70%	86%	*
	2019	68%	77%	92%	-	-	-	-	-	-	86%	100%	*	-	*	-	88%	-
At Meets Grade Level or Above	2021	30%	41%	52%	-	-	-	-	-	-	40%	-	40%	-	*	52%	43%	*
	2019	38%	48%	55%	-	-	-	-	-	-	14%	20%	*	-	*	-	13%	-
At Masters Grade Level	2021	9%	13%	17%	-	-	-	-	-	-	0%	-	0%	-	*	17%	0%	*
	2019	14%	18%	19%	-	-	-	-	-	-	0%	0%	*	-	*	-	0%	-

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	93%	98%	-	100%	100%	100%	100%	100%	99%	88%	95%	96%
Not Included in Accountability: Mobile	4%	3%	4%	0%	7%	2%	-	0%	0%	0%	0%	0%	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	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%	0%
Absent	1%	0%	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%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.9%	99.1%	99.0%	99.0%	99.1%	-	99.3%	*	99.2%	98.4%	98.8%	99.2%
2018-19	95.4%	96.0%	96.1%	96.2%	95.7%	96.1%	-	96.7%	*	98.6%	94.1%	95.8%	95.9%
Chronic Absenteeism													
2019-20	6.7%	5.2%	3.3%	0.0%	2.7%	3.8%	-	0.0%	*	7.1%	9.6%	5.1%	0.0%
2018-19	11.4%	9.7%	8.1%	0.0%	5.3%	10.2%	-	16.7%	*	0.0%	22.0%	10.2%	14.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	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	93.9%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	331	360,220
By Ethnicity:				
African American	-	-	25	44,729
Hispanic	-	-	70	184,060
White	-	-	212	105,215
American Indian	-	-	1	1,226
Asian	-	-	20	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	3	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	68	49,535
Foundation H.S. Program (Endorsement)	-	-	1	15,689
Foundation H.S. Program (DLA)	-	-	262	292,532
Special Education Graduates	-	-	47	29,018
Economically Disadvantaged Graduates	-	-	119	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	29,639
At-Risk Graduates	-	-	73	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	406	100.0%	4,995	5,359,040	412	100.0%	5,022	5,371,586
Students by Grade:								
Early Childhood Education	10	2.5%	0.5%	0.3%	16	3.9%	1.0%	0.4%
Pre-Kindergarten	10	2.5%	1.3%	3.7%	10	2.4%	1.3%	3.7%
Kindergarten	65	16.0%	7.0%	6.7%	65	15.8%	6.9%	6.7%
Grade 1	70	17.2%	7.3%	7.1%	70	17.0%	7.2%	7.1%
Grade 2	93	22.9%	8.2%	7.1%	93	22.6%	8.1%	7.1%
Grade 3	76	18.7%	7.4%	7.1%	76	18.4%	7.4%	7.1%
Grade 4	82	20.2%	7.8%	7.2%	82	19.9%	7.8%	7.2%
Grade 5	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.0%	8.1%	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	6.9%	7.8%	0	0.0%	6.8%	7.8%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Ethnic Distribution:								
African American	13	3.2%	8.4%	12.7%	13	3.2%	8.4%	12.7%
Hispanic	111	27.3%	28.1%	52.9%	111	26.9%	28.1%	52.9%
White	246	60.6%	53.3%	26.5%	251	60.9%	53.4%	26.5%
American Indian	1	0.2%	0.5%	0.3%	1	0.2%	0.5%	0.3%
Asian	19	4.7%	6.8%	4.7%	20	4.9%	6.8%	4.7%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	15	3.7%	2.7%	2.7%	15	3.6%	2.7%	2.7%
Sex:								
Female	188	46.3%	48.7%	48.9%	189	45.9%	48.6%	48.9%
Male	218	53.7%	51.3%	51.1%	223	54.1%	51.4%	51.1%
Economically Disadvantaged	236	58.1%	50.8%	60.3%	237	57.5%	50.7%	60.2%
Non-Educationally Disadvantaged	170	41.9%	49.2%	39.7%	175	42.5%	49.3%	39.8%
Section 504 Students	20	4.9%	8.4%	7.2%	20	4.9%	8.4%	7.2%
EB Students/EL	18	4.4%	10.1%	20.7%	18	4.4%	10.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	11	2.7%	4.4%	4.5%	11	2.7%	4.3%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%

232

Texas Education Agency
2020-21 Student Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	1	0.2%	0.2%	1.1%	1	0.2%	0.2%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	406	100.0%	43.0%	64.5%	412	100.0%	43.1%	64.5%
Military Connected	3	0.7%	1.5%	2.7%	3	0.7%	1.5%	2.7%
At-Risk	122	30.0%	37.5%	49.2%	122	29.6%	37.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	18	4.4%	9.4%	21.0%	18	4.4%	9.4%	20.9%
Gifted and Talented Education	27	6.7%	4.5%	8.3%	27	6.6%	4.5%	8.3%
Special Education	62	15.3%	11.8%	11.1%	63	15.3%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	10	16.1%	32.3%	42.5%				
Students with Physical Disabilities	30	48.4%	26.3%	21.3%				
Students with Autism	12	19.4%	**	14.1%				
Students with Behavioral Disabilities	**	**	25.6%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	38	10.3%	9.0%	13.8%				
By Ethnicity:								
African American	4	1.1%	1.9%	2.8%				
Hispanic	13	3.5%	2.1%	7.1%				
White	19	5.1%	4.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	9.6%	8.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	6.9%	9.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	23	11.2%	11.4%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	56	15.7%	13.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.6%	1.4%	14.3%	3.3%	4.8%
Grade 1	6.3%	1.8%	1.9%	0.0%	0.0%	3.2%
Grade 2	5.6%	1.2%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	18.2%	3.1%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	3.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.0	17.3	17.7
Grade 1	17.0	19.1	18.0
Grade 2	22.9	20.1	18.0
Grade 3	19.0	18.7	18.2
Grade 4	18.8	19.3	18.3
Grade 5	-	21.1	19.8
Grade 6	-	18.6	19.4
Secondary:			
English/Language Arts	-	14.1	15.7
Foreign Languages	-	19.4	17.8
Mathematics	-	17.5	16.9
Science	-	18.4	17.9
Social Studies	-	19.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	42.3	100.0%	100.0%	100.0%
Professional Staff:	36.0	85.1%	66.3%	64.3%
Teachers	29.5	69.8%	54.3%	49.6%
Professional Support	5.5	13.0%	8.0%	10.6%
Campus Administration (School Leadership)	1.0	2.4%	3.0%	3.0%
Educational Aides:	6.3	14.9%	8.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	1.0	2.4%	12.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	0.0	0.0%	7.5%	28.4%
White	29.5	100.0%	88.7%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	2.0	6.8%	19.3%	23.8%
Females	27.5	93.2%	80.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	26.0	88.1%	83.5%	73.0%
Masters	3.5	11.9%	15.4%	25.0%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	10.1%	4.6%	6.7%
1-5 Years Experience	1.0	3.4%	16.7%	27.8%
6-10 Years Experience	10.5	35.6%	20.8%	20.3%
11-20 Years Experience	10.0	33.9%	30.7%	29.1%
21-30 Years Experience	3.0	10.2%	18.6%	13.0%
Over 30 Years Experience	2.0	6.8%	8.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	13.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	5.0	6.4
Average Years Experience of Principals with District	0.0	5.0	5.5
Average Years Experience of Assistant Principals	6.0	4.7	5.5
Average Years Experience of Assistant Principals with District	6.0	3.7	4.8
Average Years Experience of Teachers:	13.2	14.8	11.2
Average Years Experience of Teachers with District:	8.7	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,361	\$49,316	\$50,849
1-5 Years Experience	\$51,150	\$52,213	\$53,288
6-10 Years Experience	\$54,612	\$54,446	\$56,282
11-20 Years Experience	\$58,550	\$59,016	\$59,900
21-30 Years Experience	\$67,017	\$65,343	\$64,637
Over 30 Years Experience	\$76,350	\$74,672	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,034	\$59,033	\$57,641
Professional Support	\$67,262	\$72,142	\$68,030
Campus Administration (School Leadership)	\$72,881	\$86,252	\$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.7%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	4.7%	5.1%
Compensatory Education	0.5	1.7%	2.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	25.0	84.7%	76.7%	71.0%
Special Education	3.5	11.9%	10.7%	9.4%
Other	0.0	0.0%	2.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LANGHAM EL (123905104) - NEDERLAND ISD - JEFFERSON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. 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 2019, spring 2020, and summer 2020 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 2019, 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 2020 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 FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
NEDERLAND ISD								
	123905001 NEDERLAND H S							
	Four-Year Public University	108	19	1	14	30	44	0
	Two-Year Public Colleges	110	28	16	19	21	22	4
	Independent Colleges & Universities	10						
	Not Trackable	3						
	Not Found	116						
	Total High School Graduates	347						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

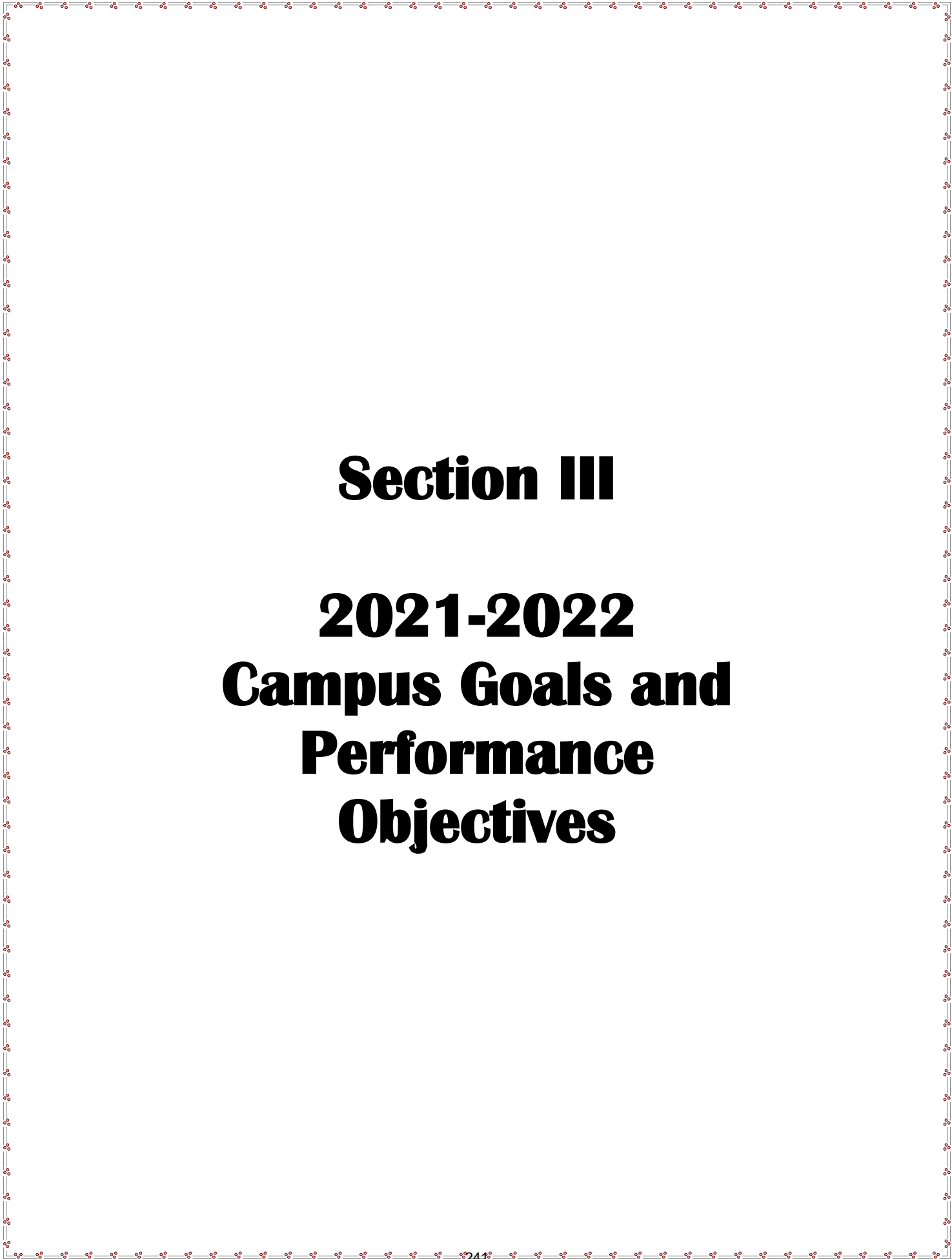
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

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

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

2019-2020 Accreditation Status

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



Section III

2021-2022

Campus Goals and Performance Objectives

Nederland Independent School District
District Improvement Plan
2021-2022 Goals/Performance Objectives/Strategies



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.

Â

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 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) 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. 9

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. 23

Goal 5: Nederland ISD 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. 29



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		
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, District Administrators, Teachers Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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: Student growth in reading Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Principals, Elementary Curriculum Coordinator	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Education Galaxy, IStation, My Virtual Reading Coach, and Pathblazer. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Assistant Superintendent for C&I, Administrators, Interventionists, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
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: State and Federal Program Coordinator, Principals, Teachers Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Modify school day to allow time for interventions provided by campus level interventionists. Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Principals, Interventionist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Create and fill position for Dyslexia Specialist to design and monitor the campus implementation of the District Dyslexia Handbook. Strategy's Expected Result/Impact: Earlier identification of students with dyslexia Increase of student growth in reading Staff Responsible for Monitoring: Student Services Director, Dyslexia Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	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: Elementary Curriculum Coordinator, Principals, Teachers	Formative		
	Dec	Mar	June
			




Strategy 8 Details	Formative Reviews		
Strategy 8: Identify campus level principals and interventionists to attend Reading Academies. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: State and Federal Program Coordinator Elementary Coordinator Principals	Formative		
	Dec	Mar	June
	 40%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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		
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: Assistant superintendent for C&I, Elementary Coordinator, Principals, Teachers	Formative		
	Dec	Mar	June
			
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 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: Principals, Teachers	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Education Galaxy, IStation, and Pathblazer. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Assistant Superintendent C&I, Elementary Curriculum Coordinator, Principals, Interventionists, Teachers	Formative		
	Dec	Mar	June
			




Strategy 4 Details	Formative Reviews		
Strategy 4: Modify school day to allow time for interventions provided by teachers and campus level interventionists. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Principals, Teachers, Interventionists	Formative		
	Dec	Mar	June
			
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. Strategy's Expected Result/Impact: Increased in student growth in math Staff Responsible for Monitoring: Assistant Superintendent for C&I, Curriculum Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Monitor enrollment of students in Avid classes in grades 7 and 8. Strategy's Expected Result/Impact: Number of AVID students increase Staff Responsible for Monitoring: Middle School Administrators, High School Assistant Principal, AVID Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide SAT class for high school students. Use Edgenuity for students to prepare for SAT. Strategy's Expected Result/Impact: Increase Student Participation Staff Responsible for Monitoring: Assistant Superintendent for C&I, High School Principal	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide funding through HB-3 guidance for PSAT, SAT, ACT, TSIA. Strategy's Expected Result/Impact: PSAT, SAT, ACT, TSIA results Increase enrollment in AP courses and dual enrollment courses Staff Responsible for Monitoring: Secondary Coordinators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4 - Equity Plan	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Lesson Plans; Student Participation; Communication of Events Staff Responsible for Monitoring: Principals, Teachers, Counselors, CTE Director	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 sheet Handouts Newsletters Assistance with in enrollment to universities Staff Responsible for Monitoring: Administrators, Teachers, Counselors	Formative		
	Dec	Mar	June
			




Strategy 8 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 9 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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 2021-2022 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, Middle School Curriculum Coordinator, Secondary Counselor, Principals, Assistant Superintendent for C&I	Formative		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize Social Media to provide CTE and Scholarship information to students and parents. Utilize CTE and NHS Facebook and Twitter Page in communicating CTE programs and scholarship information to parents and students. Utilize CTE and NHS Facebook and Twitter page in communicating CTE programs and scholarship information to parents (SP) Strategy's Expected Result/Impact: Number of views Current Information Posted Staff Responsible for Monitoring: CTE Director Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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	Formative		
	Dec	Mar	June
			




Strategy 8 Details	Formative Reviews		
Strategy 8: 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	Formative		
	Dec	Mar	June
	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Increase enrollment in advanced coursework in Middle School and High School to prepare students for AP and Dual Enrollment 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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Develop a plan for offering dual enrollment 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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3) Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA) for 10th grade 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	Formative		
	Dec	Mar	June
			





Strategy 4 Details	Formative Reviews		
Strategy 4: 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	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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	Formative		
	Dec	Mar	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.


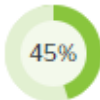


Performance Objective 4: Nederland ISD will increase opportunities for students to achieve college and career readiness by ensuring K-9 students show a minimum of one year's growth in reading and math.






HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Pathway reading and math for 5-8th grade students for learning recovery 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		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Response to Intervention with fidelity 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Use Lead4ward and s3Strategies 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		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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 with 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	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			






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, 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
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 or 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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
Strategy 12 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			






Strategy 13 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021.

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 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semester. Strategy's Expected Result/Impact: Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students Staff Responsible for Monitoring: Teachers Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			




Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR Data to determine effectiveness of the performance objective. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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: 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). 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	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. 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 Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine needs 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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5	Formative		
	Dec	Mar	June
			


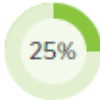
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development opportunities to support district goals and professional growth for district personnel. (DG) Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators: District Leadership Team PLC Assistant 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 Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
			
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. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: A competitive compensation plan will be developed annually to recruit and retain quality personnel. (DG) 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	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese) 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	Formative		
	Dec	Mar	June
			






Strategy 12 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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.


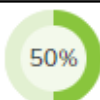
Strategy 1 Details	Formative Reviews		
Strategy 1: Continue using the district-wide Professional Learning Advisory Committee (PLAC) to determine professional learning needs using the data analysis protocol. (SP) Strategy's Expected Result/Impact: Development of professional learning targeted to help teachers develop high quality interactive lessons to improve student learning. Staff Responsible for Monitoring: Assistant Superintendent C&I, Coordinators	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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)	Formative		
	Dec	Mar	June
			




Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Professional Learning will be designed to provide opportunities such as:</p> <ul style="list-style-type: none"> -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) <p>Strategy's Expected Result/Impact: The provision of professional learning structures communicated and delivered in a way that:</p> <ul style="list-style-type: none"> -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 <p>Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for C&I Assistant Superintendent for Personnel Professional Learning Advisory Committee (PLAC)</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p>	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: Nederland ISD 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.

Performance Objective 1: School Counselors will provide guidance and counseling to students that meet the needs of all students.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement district character education as required by HB 1026, (Core Values). (SP) (DG)</p> <p>Strategy's Expected Result/Impact: Students will gain an understanding and implement the character traits required by HB 1026 to be taught:</p> <ul style="list-style-type: none"> *Trustworthiness (honesty, reliability, punctuality, and loyalty); *Integrity *Respect and Courtesy *Responsibility (accountability, diligence, perseverance, and self-control); *Fairness (justice and freedom from prejudice); *Caring (kindness, empathy, compassion, considerations, patience, generosity, and charity); *Good Citizenship (patriotism, concern for the common good and the community, and respect for authority and the law); *School pride; *Gratitude; and *Courage. <p>Implementation of the program monitored through plans of how information is disseminated and walk-throughs.</p> <p>Social Media: Character Program information is evident throughout the community.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent C&I, Campus Administrators, Counselors, Director of Student Services, Communication for Social Media</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will update and maintain the comprehensive vertically and horizontally aligned "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition. (DG)</p> <p>Strategy's Expected Result/Impact: Updated Nederland ISD Comprehensive Counseling Program Guide and address HB 18.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent C&I, Counselors</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: HB 18 requires counselors to expand their continuing education requirements to include: counseling students concerning mental health conditions and substance abuse; grief informed and trauma informed interventions; crisis management; and suicide prevention strategies. Also, counselors will attend professional development on academics, college and career readiness, personal graduation plans with current knowledge of CTE, Advanced Courses, Dual Enrollment, AP Courses and other areas as needed to support their work with students. Strategy's Expected Result/Impact: Increase student achievement, Decrease in referrals, Decrease in failures Staff Responsible for Monitoring: Assistant Superintendent C&I, Principals, Counselors, Community in Schools Schoolwide and Targeted Assisted Title I Elements: 2.5 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: According to HB 18 staff members will receive training on: *Suicide prevention; *Recognizing signs of mental health conditions and substance abuse; *Strategies for establishing/maintaining positive relationships among students; *How grief and trauma affect student learning; and *Preventing/identifying/responding to/reporting incidents of bullying. Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and the number of students seen by counselors. Decrease in discipline referrals, counselor referrals, failures; Increase in student achievement. Staff Responsible for Monitoring: Assistant Superintendent for C & I Campus Administrators Counselors Community in Schools Schoolwide and Targeted Assisted Title I Elements: 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Counselors will communicate information through various modes: bi-annual newsletter, school website, and parent nights. The website will include important information for the Four Service Delivery Models, the CKH Character Program, national college entrance tests (SAT, PSAT, ACT, TSIA), and available scholarships. Strategy's Expected Result/Impact: Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed Staff Responsible for Monitoring: Assistant Superintendent C&I, Principals Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			





Strategy 6 Details	Formative Reviews		
Strategy 6: Counselors will partner with organizations such as Samaritan Counseling and Communities in Schools to help serve the needs of the students. Strategy's Expected Result/Impact: Report of number of students served at June NISD School Board Meeting Partnership agreements Staff Responsible for Monitoring: Assistant Superintendent C&I, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: Nederland ISD 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.

Performance Objective 2: School Guidance and Counseling will be implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase participation in postsecondary education.

Evaluation Data Sources: Data Reports:

Decrease in drop out rates,
Increase in acceptance into post secondary education (military, trade school, college), and
Decrease failures.

Strategy 1 Details	Formative Reviews		
Strategy 1: To assist in planning for High School: Administer 8/9 PSAT to 8th grade students. (SP) (DG) The district will fund all Juniors and Seniors taking the SAT, ACT or TSI as noted in HB3. Strategy's Expected Result/Impact: Increase students taking Pre AP and AP courses All Seniors and Juniors will have access to take (SAT, ACT, TSI) to make informed decisions; CCMR Staff Responsible for Monitoring: Secondary Principals, Secondary Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Develop multiple methods to help parents and students with scholarship applications and availability, for example: Texas, FASFA, NCAA clearing house, and scholarship application process. (SP) (DG) Also, Secondary parents will be provided information on: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid Strategy's Expected Result/Impact: Increase in Scholarships Staff Responsible for Monitoring: High School Counselors, High School Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop multiple methods to help parents and students with scholarship applications and availability. In-Class instruction on scholarship application and essay practice. Junior and Senior level English classes will spend 1 to 2 days providing instruction and practice on how to fill out a scholarship application and create an essay geared toward scholarship prompts. (SP) (DG) Strategy's Expected Result/Impact: Increased number of students receiving scholarships from the prior year Increased in the amount for funds received for scholarships from the year Staff Responsible for Monitoring: High School Principal, High School Counselors, Administration, English Department Head, JR and Sr. English Teachers, Community in Schools Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors work with students to apply for scholarships by scheduling Scholarship Informational Night and Free Application for Federal Student Aid (FAFSA) Night to assist Parents in Completing, and Advancement Via Individual Determination (AVID) Parent Night. (DG). Strategy's Expected Result/Impact: Increased number of students receiving scholarships from prior year. Increase in the amount of funds received for scholarships from the previous year Staff Responsible for Monitoring: High School Principal, Counselors, AVID Coordinator, Assistant Principals, AVID Teacher Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 3: 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
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: Attendance Reports
Counselor Reports
Discipline Reports
Graduation Rates

Strategy 1 Details	Formative Reviews		
Strategy 1: See "Federal and State Mandates" in Appendix	Formative		
	Dec	Mar	June
	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 5: Nederland ISD 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.

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 all teachers in the implementation of the Capturing Kids Hearts model. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Nederland Independent School District
Nederland High School
2021-2022 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. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success. 5

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. 23


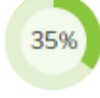
Goal 3: Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students and provides resources for parents and students to support academic planning from Kindergarten to 12th grade. 27




Goals




Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.




Performance Objective 1: By June 2022, the "All" student group and each sub population will increase established standards on the state assessment by 1% and increase students growth from each student group achieving "Meets Grade Level" performance and "Masters Grade Level" performance from the prior administration by 1%. Student growth for reading and math will increase 1% as measured by the School Progress Domain.




Evaluation Data Sources: STAAR Data Results and Accountability Results








Strategy 1 Details	Formative Reviews		
Strategy 1: Implement, with TEKS Resource System, curriculum with fidelity 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: Teachers Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The high school will 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 campus to increase performance with differentiated instruction. Teachers will be included in the development of instruction and assessments. Strategy's Expected Result/Impact: Development of Checkpoint Assessments Data analysis by teachers and administrators Functioning PLCs Intentional planning from the data Increased student growth Staff Responsible for Monitoring: Administrators Teachers ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of accelerated education programs to reduce dropout rate. Strategy's Expected Result/Impact: Semi-annual review of dropout data Staff Responsible for Monitoring: Administrators Counselors TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The high school will continue to enhance instruction through the use of supplemental software programs, such as, but not limited to: AWARE, Lexia, TEKS Resource System, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instruction and extended learning opportunities. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure that high school teachers have participated in the required professional development for teaching GT. Strategy's Expected Result/Impact: Updated list of GT teachers and their training Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide supplemental instruction/support and timely interventions for students who are Emergent Bilinguals. 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 Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Identify interventions for Response to Intervention. The behavior/instructional support will ensure equitable, effective and timely interventions with strategies to address the needs of at-risk students. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Principal HS Curriculum Coordinator TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide targeted instruction and interventions in PLC Planning that address Federal Systems Safeguards (by subject and demographic group.) Strategy's Expected Result/Impact: Improved performance on checkpoint assessments and STAAR Staff Responsible for Monitoring: Administrators Teachers	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Train teachers in the development of reliable/viable assessments Develop checkpoint and benchmark assessments calendar Develop and administer periodic checkpoints and benchmarks documenting results in the database Provide training for teachers on interpreting and using data to adjust their instruction Strategy's Expected Result/Impact: Data from checkpoint assessments in Eduphoria Data analysis Increased student growth Staff Responsible for Monitoring: Administrators HS Curriculum Coordinator Teachers 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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Encourage students to take more challenging courses. Create video of Pre-AP, AP, and Dual credit infomercials to inform and entice younger students. Current video production students will produce infomercial of current students enrolled in Pre-AP and AP classes. The videos should highlight the benefits of taking Pre-AP, AP, and Dual Credit classes. Strategy's Expected Result/Impact: Quality produced infomercial to be posted on social media and campus website. Staff Responsible for Monitoring: Administrators Video production teacher AP teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Develop multiple delivery methods to deliver CTE information to students and parents Provide CTE and career information to 7th and 8th grade students via campus visits during the spring of 2022 by senior-level students currently in CTE programs. Strategy's Expected Result/Impact: Create awareness of and interest in CTE courses as reflected in course selections Staff Responsible for Monitoring: CTE Director TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			



Strategy 12 Details	Formative Reviews		
Strategy 12: Incorporate technology-enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS) Conduct a review of the usage of online programs to ensure fidelity and efficacy of the results. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Develop a detailed plan for Learning Recovery/Credit Recovery, including the structure and operating procedures outlined to ensure under-credited students are served. These programs will help reduce retention and dropouts. Strategy's Expected Result/Impact: Credit Recovery Handbook Learning Recovery Guidelines Reduced failures Increased student achievement Dropout reduction Staff Responsible for Monitoring: Principal HS Curriculum Coordinator TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: The district and each campus will participate in a minimum of four Professional Learning Communities from September 2021 through May 2022. Additionally, each core content department will utilize common conference periods to engage in PLCs. Strategy's Expected Result/Impact: Continuous administrative learning and application to increase teacher effectiveness and student growth and achievement. Staff Responsible for Monitoring: Administrators HS Curriculum Coordinator 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: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			






Strategy 15 Details	Formative Reviews		
Strategy 15: Implementation of Math/Science Cooperative at Region V to coach staff in researched-based instructional strategies, analysis of data, development, implementation and evaluation of the plan Strategy's Expected Result/Impact: Increase in STAAR scores Increase in Science/Math achievement Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 16 Details	Formative Reviews		
Strategy 16: High School staff will participate in staff development activities designed to improve student achievement, including: Capturing Kids' Hearts, Edgenuity, Google Suite applications and other online instructional applications. Strategy's Expected Result/Impact: Increased student growth Increased 21st century/technological skills Staff Responsible for Monitoring: Administrators HS Curriculum Coordinator Teachers ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 17 Details	Formative Reviews		
Strategy 17: In accordance with HB 4545, students that did not reach "approaches" on the 2021 STAAR test will receive a minimum of 30 hours of high-impact, intensive remediation to address learning loss and potential achievement gaps. Strategy's Expected Result/Impact: Increased student achievement Remediated learning loss due to COVID-19 Staff Responsible for Monitoring: Administrators Counselors Coordinators Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.

Performance Objective 2: Ninth grade students will show a minimum of one year's growth in reading and math.

Evaluation Data Sources: Progress on District Checkpoint Assessments, tests, and classroom assignments




Strategy 1 Details	Formative Reviews		
Strategy 1: Provide tutorial times for students who are at risk of failure in ELA and Math. Strategy's Expected Result/Impact: Increased growth on district checkpoint assessments Improved six-weeks grades Reduced failure rates Staff Responsible for Monitoring: Principal Counselors Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Response to Intervention with fidelity. Strategy's Expected Result/Impact: Increased student growth as seen on assessments and classroom assignments Classroom walkthrough data Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Increase Inclusion in Algebra I and English I and II during the school year Strategy's Expected Result/Impact: Increased achievement of at-risk students Staff Responsible for Monitoring: Principal Counselors Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.

Performance Objective 3: Classroom instruction will incorporate increased and improved technology integration.

Evaluation Data Sources: Long-range plan for technology



Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support to students to ensure they have access and the skills to conduct robust research using technology Strategy's Expected Result/Impact: Library usage reports Lesson plan documentation Staff Responsible for Monitoring: Principal HS Curriculum Coordinator Librarian Teachers	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide online practice for students with special needs who will take the state assessment online Strategy's Expected Result/Impact: Increased student growth on state assessment Staff Responsible for Monitoring: SPED teachers	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Research opportunities for expanding college offerings and explore Early College High School models. Strategy's Expected Result/Impact: Research different models of Early College High School Staff Responsible for Monitoring: Principal CTE Director TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			




Strategy 4 Details	Formative Reviews		
Strategy 4: Nederland High School will provide each student with a district-issued laptop. Strategy's Expected Result/Impact: Improved technology skills Increased communication skills Increased student engagement Staff Responsible for Monitoring: Principal Assistant Principals Librarian Teachers Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.





Performance Objective 4: The percentage of students achieving college and career readiness will increase.






Evaluation Data Sources: Graduation Rate - increase 1%
 College Credit earned - increase 1%
 CCMR - increase 1%
 Scholarships Received - increase number by 1%
 Scholarship Funds Afforded - increase amount by 1%

Strategy 1 Details	Formative Reviews		
Strategy 1: Gather information, explore and visit model programs to explore best practice strategies in developing and implementing an Early College High School Strategy's Expected Result/Impact: Research documents Staff Responsible for Monitoring: Principal CTE Director Lead Counselor TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide SAT/ACT class for high school students Use Edgenuity for students to prepare for SAT/ACT Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Principal Counselors HS Curriculum Coordinator TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze PSAT reports with a focus on AP Potential to encourage students to participate in advanced coursework Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Counselors HS Curriculum Coordinator Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Curriculum Alignment of Pre-AP and AP Courses/Dual Enrollment Utilizing AVID to provide a support system for students who have potential and are capable Strategy's Expected Result/Impact: Student success in advanced coursework Increased number of students enrolled in AP and dual enrollment Support system for students with potential Staff Responsible for Monitoring: Principal HS Curriculum Coordinator ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase information for College and Career Opportunities: College Fair, College Day visits, recruiter visits during lunches, offering students access to NAVIANCE - a college & career planning resource Strategy's Expected Result/Impact: Student participation Communication of the events Staff Responsible for Monitoring: Principal HS Curriculum Coordinator CTE Director Counselors Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase the number of teachers attending AP professional development Continue study groups for students Facilitate vertical team meetings for teachers who teach Pre-AP and AP classes Strategy's Expected Result/Impact: AP exam scores Longitudinal data Student participation Teacher and student feedback Staff Responsible for Monitoring: Principal HS Curriculum Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 comparisons Course grades Staff Responsible for Monitoring: Principal HS Curriculum Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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 enrollment to universities Staff Responsible for Monitoring: Administrators Counselors Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			


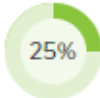


Strategy 9 Details	Formative Reviews		
Strategy 9: Provide Credit Recovery program, learning recovery, accelerated learning/remediation for at-risk students to prevent failure/dropout Strategy's Expected Result/Impact: Decreased dropout rate Increased graduation rate Staff Responsible for Monitoring: Principal Counselors HS Curriculum Coordinator	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide communication to parents when students are in danger of failing Strategy's Expected Result/Impact: Decreased student failure rate Staff Responsible for Monitoring: Administrators Counselors Teachers	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: 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 a plan to address concerns and reach out to these students Strategy's Expected Result/Impact: Reduction in over representation of educationally disadvantaged and special education students Staff Responsible for Monitoring: Administrators Counselors HS Curriculum Coordinator	Formative		
	Dec	Mar	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Explore and develop a plan to increase the number of students receiving scholarships Provide scholarship informational meetings for parents and students Promote organizations sponsoring scholarships with a link on our campus website Offer parent training to complete FASFA forms Strategy's Expected Result/Impact: Increased number of students receiving scholarships Staff Responsible for Monitoring: Principal Counselors	Formative		
	Dec	Mar	June
			





Strategy 13 Details	Formative Reviews		
Strategy 13: Nederland High School will offer SAT testing on-site during the school day for its students. Strategy's Expected Result/Impact: Increased student participation Staff Responsible for Monitoring: Principal HS Curriculum Coordinator Counselors TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.

Performance Objective 5: The potential college credits and CTE certifications earned will increase by 1%.

Evaluation Data Sources: Secondary CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Direct Career and Technology Education (CTE) programs to address: CTE Programs of Study, CTE Courses in all 5 endorsements, Labor/Market demand, Careers of the Future, Programs leading to license and/or certification Strategy's Expected Result/Impact: Increased certifications Staff Responsible for Monitoring: CTE Director	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Complete a Local Comprehensive Needs Assessment (CLNA) to identify areas of strength, areas of weaknesses and gaps in CTE program. Evaluate the Core Indicators of Performance data and use input from stakeholders and industry partners to inform and validate CTE Programs of Study as required with Perkins V. Strategy's Expected Result/Impact: Completed CLNA for Perkins V & CTE Advisory Board Meeting Staff Responsible for Monitoring: CTE Director	Formative		
	Dec	Mar	June
			
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: CTE Director	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the CTE Facebook page, as well as Twitter, in communicating information to both students and parents for CTE and scholarship opportunities Provide upcoming dates for meetings on CTE and scholarship information Strategy's Expected Result/Impact: Increased number of students receiving scholarships Staff Responsible for Monitoring: Principal CTE Director Counselors	Formative		
	Dec	Mar	June
			






Strategy 5 Details	Formative Reviews		
Strategy 5: Broadcast video of CTE career program overviews with student interviews to current high schoolers and 8th grade students to increase program participation. Strategy's Expected Result/Impact: Infomercial video that will be posted to social media and website Staff Responsible for Monitoring: Principal CTE Director Video Productions teacher	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Pay one test fee per student for Industry-Based Certification (IBC) tests. Strategy's Expected Result/Impact: Increased number of Industry-based Certifications for students to earn. Funding source for IBC certification test for 2020-21 is Perkins Reserve Grant. Staff Responsible for Monitoring: CTE Director TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA) for 10th grade students Strategy's Expected Result/Impact: Increased number of students eligible for dual enrollment Staff Responsible for Monitoring: Principal HS Curriculum Coordinator Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Develop a plan for offering dual-enrollment courses in CTE Programs of Study Strategy's Expected Result/Impact: Increased number of students earning credit for Dual Enrollment Staff Responsible for Monitoring: Principal HS Curriculum Coordinator CTE Director TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. Teaching practices will integrate instructional technology, online learning and project-based learning to address all learning styles and utilize multiple methods to measure student success.

Performance Objective 6: Increase students involved in extracurricular UIL events and clubs by 1%.



Evaluation Data Sources: Number of students involved in school clubs and UIL events.




Strategy 1 Details	Formative Reviews		
Strategy 1: After reviewing the baseline created in the Fall of 2019, develop a plan to increase participation in the 2021-2022 school year. Strategy's Expected Result/Impact: Plan for increased participation Staff Responsible for Monitoring: Principal Sponsors Coaches	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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: Nederland High School will implement recruitment, development, and retention strategies to maintain the best, highly-qualified staff.

Evaluation Data Sources: Increase staff retention by 1%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementation of high school Professional Learning Communities Strategy's Expected Result/Impact: PLC meetings Agendas Sign-in sheets Staff Responsible for Monitoring: Campus Leadership 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 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Employee Recognition Program: Monthly "goodie" to thank teachers and show appreciation Employee of the Month Recognition program Teacher of the Year Reaud Excellence in Education Award Affirmation notes Strategy's Expected Result/Impact: Increased faculty/staff morale Staff recognition programs Communication of Employee of the Month (on wall near front entrance) Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine the needs for the campus Strategy's Expected Result/Impact: Fill staff positions to meet the needs of the campus and the students Review Campus and Departmental Organizational Charts to determine staffing in order to meet the needs of the students Staff Responsible for Monitoring: Principal Directors TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for and implement a data-walk tool that aligns with TTESS. Strategy's Expected Result/Impact: Agendas Sign-in sheets Data-walk rubric Data-walk reports End-of-the-year Data-walk Summary Report from Eduphoria Strive Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			
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 Strategy's Expected Result/Impact: Campus recognition plan Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Based on walk-through and observation information from TTESS, recognize exemplary teachers Provide exemplary teachers the opportunity to serve as mentor teachers to new staff as well as provide the exemplary teachers the opportunity to help facilitate professional development efforts on the campus Strategy's Expected Result/Impact: Professional Development agendas Sign-in sheets PD Facilitator Lists Staff Responsible for Monitoring: Principal Assistant Principals Directors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Nederland High 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: Meet with individual teachers and utilize the TTESS process to identify the needs of each teacher and guide their professional development plans Strategy's Expected Result/Impact: TTESS: Student Growth Goal and Teacher Professional Goal documentation Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize scheduled professional development and Professional Learning Community (PLC) days, as well as other agencies' professional development opportunities, to deliver professional development to meet the needs of the teachers and students Strategy's Expected Result/Impact: Agendas Sign-in sheets Certificates of attendance Portfolio reports from Strive Staff Responsible for Monitoring: Principal Assistant Principals Directors TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 1: High school counselors will provide guidance and counseling to students that meet the needs of all students.

Evaluation Data Sources: Counseling data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued implementation of High School Character Education - Words of Wisdom Strategy's Expected Result/Impact: Words of Wisdom given by students daily on announcements made on public address system Staff Responsible for Monitoring: Administrators Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will communicate information through various modes: Facebook parent forum/social media sites, emails, quarterly newsletters, school website, grade-level Google classrooms and parent nights. The website will include important information for the Four Service Delivery Models, Capturing Kids' Hearts, national college entrance tests (SAT, PSAT, ACT, TSIA) and available scholarships. Efforts will also be made to provide the information in multiple languages. Strategy's Expected Result/Impact: Quarterly newsletters Updated campus website Parent night flyers Sign-in sheets Staff Responsible for Monitoring: Counselors	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will update and maintain the comprehensive vertically and horizontally aligned "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition. Strategy's Expected Result/Impact: Updated Nederland ISD Comprehensive Counseling Program Guide Addresses HB 18 Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: HB 18 requires counselors to expand their continuing education requirements to include: * counseling students concerning mental health conditions and substance abuse * grief-informed and trauma- informed interventions * crisis management and suicide prevention strategies Also, counselors will attend professional development on academics, college and career readiness, personal graduation plans with current knowledge of CTE, Advanced Courses, Dual Enrollment, AP Courses and other areas as needed to support their work with students. Strategy's Expected Result/Impact: Increased student achievement Decreased number of discipline referrals Decreased number of student failures Staff Responsible for Monitoring: Principal Assistant Principals Counselors CIS	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: According to HB 18, staff members will receive training on: * Suicide prevention * Recognizing signs of mental health conditions and substance abuse * Strategies for establishing/maintaining positive relationships among students * How grief and trauma affect student learning * Preventing/identifying/responding to/reporting incidents of bullying Strategy's Expected Result/Impact: Training provided to staff via multiple modalities Increase in student achievement Decrease in discipline referrals, counselor referrals and failures Staff Responsible for Monitoring: Administrators Counselors CIS TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.



Performance Objective 2: High School Guidance and Counseling is implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase participation in post-secondary education.


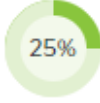

Evaluation Data Sources: Data Reports:








Decreased dropout rates

Decreased failures

Increased acceptance into post-secondary education (military, trade schools, college)

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data from PSAT 8/9 to identify students for advanced coursework The district will fund all Juniors and Seniors who take the SAT, ACT or TSI as noted in HB3. Strategy's Expected Result/Impact: Increased number of students taking Pre-AP and AP courses All Seniors and Juniors having the assessment (SAT, ACT, TSI) to make informed decisions: CCMR Staff Responsible for Monitoring: Principal Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop multiple methods to help parents and students with scholarship applications and availability Coordinate scholarship help nights for Apply Texas, FAFSA, and NCAA Clearinghouse Senior counselor will meet with every senior, parents will be invited, to discuss plans for post high school and the college application process. Senior counselor sends emails out to seniors regarding scholarship opportunities, as well as posting on Facebook and social media pages. Strategy's Expected Result/Impact: Increased scholarships Increased Apply Texas applications Increased scholarship applications Staff Responsible for Monitoring: Administrators Counselors CIS TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Junior and Senior English teachers will provide in-class instruction on completing college applications and the essays associated with those applications. Strategy's Expected Result/Impact: Work samples of completed essays Scholarship information on the website Staff Responsible for Monitoring: Junior and Senior English teachers TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive long-term academic counseling in regard to higher education/career planning. Students will be counseled in the selection of course sequencing. Strategy's Expected Result/Impact: PGP for students in grades 9-12: Senior conferences during the Fall semester Grades 9-11 during the Spring semester Staff Responsible for Monitoring: Administrators Counselors Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide ongoing professional development for counselors for consistency in developing PGPs with knowledge of HB5, CTE, Advanced Courses, Dual Enrollment, AP Courses, and college requirements Strategy's Expected Result/Impact: Counselor input and feedback Certificate opportunities for students Staff Responsible for Monitoring: Principal Counselors CTE Director TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			




Strategy 6 Details	Formative Reviews		
Strategy 6: Counselors will work with students to apply for scholarships. Information Night: Free Application for Federal Student Aid (FAFSA) Night to assist parents in completing application Strategy's Expected Result/Impact: Increased number of students receiving scholarships from the prior year Increased amount of funds received for scholarships from the prior year Scholarship opportunities made available on NHS website and in Senior newsletter Scholarship opportunities are also communicated through Remind. Staff Responsible for Monitoring: Principal Counselors TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Hold Advancement Via Individual Determination (AVID) Parent Night Strategy's Expected Result/Impact: Parent sign-in sheet Staff Responsible for Monitoring: AVID Coordinator AVID Assistant Principal AVID Teachers TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: High school parents will be provided information on: 1. Higher education admissions and financial aid opportunities 2. Texas Grant Program 3. Teach for Texas Grant Program 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid Strategy's Expected Result/Impact: Individual Conferences (12th - Fall; 9-11th - Spring) Use of "Compendium of Texas Colleges and Financial Aid Calendar" booklet NHS Guidance Office Bulletin on College Admissions, Financial Aid, Entrance Exams, and Career Planning Staff Responsible for Monitoring: Principal Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 3: Nederland ISD 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.







Performance Objective 3: Nederland High School learning communities will provide students with a safe and nurturing environment.

Evaluation Data Sources: Decrease in students reporting feeling unsafe and an increase in attendance by 1%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have an attendance rate of 97% for the high school: Continue attendance incentives each six weeks and car give-away program. Strategy's Expected Result/Impact: Attendance rate of 97% Staff Responsible for Monitoring: Administrators Teachers	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement Character Development programs: Capturing Kids' Hearts, Words of Wisdom, AVID, Service Projects, leadership opportunities, civic groups, career counseling, extracurricular activities, and school-to-work programs Strategy's Expected Result/Impact: Positive character traits exhibited by students Decrease in DAEP/OCS placements Staff Responsible for Monitoring: Administrators Counselors Teachers Coaches/Sponsors ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Handle with Care training for Special Education and other personnel Strategy's Expected Result/Impact: Decrease in the number of restraints Certificates of completion Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Drug Prevention Activities: Red Ribbon Week, Terrific Nederland Teens (TNT), Contraband Dog visits to campus Strategy's Expected Result/Impact: Documentation of activities Decreased number of drug occurrences Staff Responsible for Monitoring: Administrators Counselors Teachers ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Mental Health and Education (SB 460) (HB3) planning and training Strategy's Expected Result/Impact: Documentation of activities Sign-in sheets Handouts/protocols Staff Responsible for Monitoring: Counselors CIS	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Nederland High School will address bullying/sexual abuse/dating violence/harassment to reflect changes in education law. 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 Strategy's Expected Result/Impact: Reduction in incidents Staff Responsible for Monitoring: Administrators Counselors Teachers ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Community in Schools implemented at the High School Components of CIS: Counseling/Supportive Services Health and Human Services Parental/Family Engagement College and Career Readiness Enrichment Academic Support Strategy's Expected Result/Impact: Decreased student failure rate Improved student mental health Staff Responsible for Monitoring: Principal Counselors CIS ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Nederland High School will participate in the required safety drills. Strategy's Expected Result/Impact: List of drills/dates Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Dec	Mar	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Review discipline reports each six weeks to determine trends Cross-reference discipline reports with attendance reports Strategy's Expected Result/Impact: Decreased discipline referrals Staff Responsible for Monitoring: Administrators Counselors HS Curriculum Coordinator	Formative		
	Dec	Mar	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Nederland High School will partner with Samaritan Counseling to provide additional counseling/support services for our students. Strategy's Expected Result/Impact: The counselor will report the number of students served at the June NISD School Board Meeting Partnership agreements Increased student mental health Decreased student failure rates Staff Responsible for Monitoring: Principal Assistant Principals Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: The high school will promote and instruct students in proper hygiene to mitigate illnesses. Strategy's Expected Result/Impact: Decreased student absenteeism Increased health and well being of all stakeholders Staff Responsible for Monitoring: Principal Assistant Principals Counselors Nurses ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Nederland Independent School District

Central Middle School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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. 17



Goal 3: Nederland ISD 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. 21




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 2021-2022 accountability system.
Increase the percentage of academic growth achieved by each student group.
Increase the number of distinctions received.

Strategy 1 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			




Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 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, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			


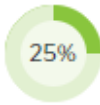


Strategy 6 Details	Formative Reviews		
Strategy 6: Benchmark assessments will be administered according to the district schedule. Results will be used for instruction and Response to Intervention planning. Strategy's Expected Result/Impact: Assessment results will allow increased support for students who are not on the path of academic growth. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			







Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 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	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Faculty members will use cooperative learning and critical reading strategies when appropriate. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	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. 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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	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. Strategy's Expected Result/Impact: Interventions will reduce recidivism and increase student success. Evidence: Administrative/Counselor conference logs Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Schoolwide and Targeted Assisted Title I Elements: 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	Formative		
	Dec	Mar	June
	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
 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 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		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: District-Level Administrators, Middle School Curriculum Coordinator, Principal, Assistant Principal, Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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 TEKS. Evidence: Training sign-in sheets; lesson plans Staff Responsible for Monitoring: Principal, Curriculum Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 1: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			










Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Nederland ISD 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.

Performance Objective 2: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			






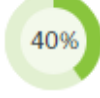
Strategy 4 Details	Formative Reviews		
Strategy 4: Students with individual needs (including Special Education, Gifted/Talented, 504, ESL, Title I, Dyslexia, and Educationally Disadvantaged) will receive timely evaluations and appropriate services. Strategy's Expected Result/Impact: Students will be placed in the appropriate educational setting. Evidence: Documentation of each program Staff Responsible for Monitoring: Principal, Assistant Principal, ARD Facilitator, Diagnostician, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 3: Nederland ISD 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.

Performance Objective 3: 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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			




Strategy 4 Details	Formative Reviews		
Strategy 4: The MVP program (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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The Capturing Kids Hearts program will promote Positive Behavior Intervention System will continue to be utilized. 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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: The National Elementary Honor Society and the National Junior Honor Society will recognize academic excellence through all four grades at CMS. 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	Formative		
	Dec	Mar	June
			








Strategy 8 Details	Formative Reviews		
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. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 4: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: Nederland ISD 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.

Performance Objective 5: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 6: Maintain support for the campus AVID program




Evaluation Data Sources: AVID student rosters
Records of AVID activities






Strategy 1 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 7: 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		
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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
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	 10%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Nederland Independent School District

C. O. Wilson Middle School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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 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

Goal 3: Nederland ISD 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. 14






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.


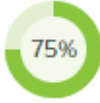
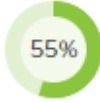




Performance Objective 1: By June 2022, C.O. Wilson Middle School will meet the performance objectives and targets outlined in the campus improvement plan goals.

STAAR Results: By June 2022, 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. 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer tutoring during before or after school. Strategy's Expected Result/Impact: 2% increase in scores on 2021 STAAR test ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	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		
	Dec	Mar	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 ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 for the 2020-2021 school year. Staff Responsible for Monitoring: Principal, Counselors, and Teachers Targeted Support Strategy	Formative		
	Dec	Mar	June
			

Strategy 8 Details	Formative Reviews		
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, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Use Eduphoria 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	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.







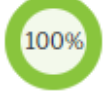






Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be on duty before and after school to supervise students. Strategy's Expected Result/Impact: Increase in students feeling safe at school by attendance improving. Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: C.O. Wilson Middle School will implement recruitment, development, and retention strategies to maintain the best, highly-qualified staff.














Evaluation Data Sources: Increase staff retention.

Strategy 1 Details	Formative Reviews		
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 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
 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 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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	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		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Nederland ISD 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.

Performance Objective 1: C.O. Wilson Middle School counselors will provide guidance and counseling to students that meet the needs of all students.






Evaluation Data Sources: Counseling data









Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Due to HB 18, staff members will support Social Emotional Learning of students and receive training to recognize signs of mental health conditions, substance abuse, suicide prevention, grief, trauma, anxiety, depression, self harm, bullying, and other emotional health concerns. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Principal and Counselors	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Nederland ISD 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.

Performance Objective 2: C.O. Wilson Middle School counseling program is implemented by professional school counselors to improve academic performance and increase participation in post-secondary education.

Evaluation Data Sources: Data reports showing decreased failures, increased number of students participating in college readiness testing, increased acceptance into post-secondary education including military and trade schools and increased








Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors conduct four year plan meetings with all 8th grade students and their parents to prepare for high school. Strategy's Expected Result/Impact: Students have a schedule made to begin their high school career based on interest, abilities, and future goals. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors conduct conferences with students that are failing or struggling in classes. Strategy's Expected Result/Impact: Increase grades each six weeks. Staff Responsible for Monitoring: Counselors and Teachers	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will administer the career guidance lessons through Naviance. Strategy's Expected Result/Impact: Based on lessons, students acquire knowledge of possible careers that are best suited for the student. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Administer the PSAT to all eighth grade students. Strategy's Expected Result/Impact: Eighth grade students learn from the SAT test. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Eighth grade will receive information concerning career and technology at NHS in order to make informed decisions concerning their classes for the future as well as a possible career path. Strategy's Expected Result/Impact: Students gain knowledge of the Career and Technology program at NHS. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

Performance Objective 3: Counselors will communicate information through various modes: Facebook parent forum/social media sites, emails, quarterly newsletters, website, Grade Level Google classrooms and parent nights.

Evaluation Data Sources: Increase in parent communication and participation in meetings and events.

Strategy 1 Details		Formative Reviews		
Strategy 1: Counselors will communicate by phone, video conferences, and other sources to keep parents updated on counseling resources. Strategy's Expected Result/Impact: Increase in number of students and parents understanding the counselors' resources. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture		Formative		
		Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Nederland Independent School District

Helena Park Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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!

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) 8

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. 13

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. 18

Goal 5: Nederland ISD 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. 23



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		
Strategy 1: Increase rigor through instructional strategies that promote higher order thinking skills . Strategy's Expected Result/Impact: Evidence in Eduphoria reports from checkpoint data Staff Responsible for Monitoring: Campus Admin. Teachers Leadership Team TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement effective instructional strategies based on the Lead4ward Priority TEKS Cluster Report for grades K-4. Strategy's Expected Result/Impact: Evidence in quality walks TTESS appraisals Lesson Plans PLC activities Lead4ward playlists Vertical and Horizontal planning Staff Responsible for Monitoring: Campus Administrators PLC teams Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Move 3rd and 4th grade subgroups from approaches grade level to meets and from meets to masters to assist in closing performance gaps. Strategy's Expected Result/Impact: TEA Accountability Report Eduphoria reports Student documentation folders Growth Charts Student/Teacher conferencing Staff Responsible for Monitoring: Campus Admin. PLC teams w/ 3rd & 4th Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure fidelity of Response to Intervention through implementation of district wide progress monitoring and interventions. Strategy's Expected Result/Impact: Progress monitoring meetings RtI documentation Eduphoria reports- Aware Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: RISE UP time (which is 30 minutes built into the master schedule) will be utilized to assist with student progress by intervention, reteaching, small group, individualized instruction to close gaps and enrichment for GT identified students. Strategy's Expected Result/Impact: Small group instruction Computer usage report Individual growth on targeted objectives Staff Responsible for Monitoring: Campus admin. Teachers Extra help staff Sped/Inclusion staff Interventionist TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus as well as across the district. Strategy's Expected Result/Impact: Student Achievement Evidenced in lesson plans and data walks Staff Responsible for Monitoring: Principal Assistant Principal Teachers Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus faculty and staff participate in professional development opportunities provided within district and offered through Region 5 and 4 Education Service Center. All K-4 ELAR teachers will complete The Reading Academy online through Region 5. Strategy's Expected Result/Impact: Eduphoria Staff PD reports Agendas/Sign-in sheets Staff Responsible for Monitoring: Campus Admin. Teachers Paraprofessionals Counselor Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Student Achievement Individual technology usage reports Progress reports, Report cards Staff Responsible for Monitoring: Campus Admin. Teachers Support Staff Sped Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Enhance instruction by utilizing supplemental computer programs, including, but not limited to Eduphoria, Aware, STAR Renaissance, STAR Early Literacy, Lexia, iStation, TEKS Resource System, Education Galaxy, My Virtual Reading Coach, Waterford, mCLASS. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Teachers Campus Admin. TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide instruction and support with timely intervention to Emergent Bilingual students by ESL teacher, extra help staff, and classroom teachers through a combination of push in and pullout instruction and support. Strategy's Expected Result/Impact: TELPAS results indicate growth Academic growth Additional teachers earning ESL supplement Staff Responsible for Monitoring: Teachers ESL Teacher ESL Extra Help person campus admin. TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Increase overall student progress by focusing on data driven instruction using reports from AWARE as well as Lead4ward strategies that target the use of on-going monitoring of differentiated instruction. Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Principal PLC Teachers Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			



Strategy 12 Details	Formative Reviews		
Strategy 12: Collaborate with Dyslexia Specialist on designing and monitoring implementation guidelines outlined in the NISD Dyslexia Handbook. Strategy's Expected Result/Impact: Earlier identification of student with Dyslexia needs Increase student growth in reading Staff Responsible for Monitoring: Principal Teachers Campus Dyslexia Teacher TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Continue to monitor, adjust, and improve the use of the K-2 Literacy Program . Strategy's Expected Result/Impact: Increased student growth in Reading Increased number of students reading on grade level at the end of each school year Staff Responsible for Monitoring: Principal Elementary Curriculum Coordinator Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




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		
Strategy 1: Increase rigor through instructional strategies that promote higher order thinking skills . Strategy's Expected Result/Impact: Evidence in Eduphoria reports from checkpoint data Staff Responsible for Monitoring: Campus Admin. Teachers Leadership Team TEA Priorities: Build a foundation of reading and math	Formative		
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	Dec	Mar	June
			

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	Dec	Mar	June
			

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Strategy 11 Details	Formative Reviews		
Strategy 11: Increase overall student progress by focusing on data driven instruction using reports from AWARE as well as Lead4ward strategies that target the use of on-going monitoring of differentiated instruction. Strategy's Expected Result/Impact: Student growth in math Staff Responsible for Monitoring: Principal PLC Teachers Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			


Strategy 12 Details	Formative Reviews		
Strategy 12: Increase the use of STEM activities across all grade levels. Implement the use of STEMscopes online curriculum across grades K-4. Strategy's Expected Result/Impact: Increase in student growth in math Increased opportunity of math within the science lesson. Staff Responsible for Monitoring: Teachers Campus Admin. TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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 work to collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Helena Park will work to increase awareness for College and Career Opportunities at all grade levels: College shirt day; Community Helpers for PK, ALS, Kindergarten; The Dental Dock; Golden Triangle Emergency Center; Nederland Police Department, Nederland Fire Department, etc. Strategy's Expected Result/Impact: Lesson Plans, Student Participation, Communication of Events Staff Responsible for Monitoring: Campus administrations Teachers Counselor TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	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: Helena Park 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: STAAR Data Results and Accountability Results



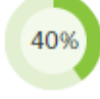
Strategy 1 Details	Formative Reviews		
Strategy 1: "RISE UP" time for the additional 30-minutes built into the master schedule allows for time to be used for academic skills in small groups. The focus includes Reteaching, Intervention, Support, and Enrichment through Understanding and Practice. Strategy's Expected Result/Impact: Increased student growth in Reading in Math. Staff Responsible for Monitoring: Campus Admin. Teachers Interventionist TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 screeners, checkpoint assessments, mock testing, and overall averages. Staff Responsible for Monitoring: Campus Administrators Teachers RtI Core Team State and Federal Programs Coordinator	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Use with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment as well as district grade level alignment. Strategy's Expected Result/Impact: Increased student growth in Reading and Math Staff Responsible for Monitoring: Principal PLC Teams Teachers Grade Level Chair	Formative		
	Dec	Mar	June
			






Strategy 4 Details	Formative Reviews		
Strategy 4: Helena Park staff will participate in professional development activities designed to improve student achievement vertically and horizontally with a focus on the following areas: inclusion, economically disadvantaged, EB, TEKS Resource System, RtI, Rigor (HOTS), differentiation, data analysis, and researched- based strategies. Strategy's Expected Result/Impact: Increased student achievement results agendas sign-in sheets PD documentation Staff Responsible for Monitoring: Principal Teachers	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Helena Park will increase student progress by focusing on data driven instruction guided by data used from Eduphoria reports and Lead4Ward strategies. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Campus Admin. PLC Teachers Elementary Curriculum Coordinator	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the curriculum supported by embedded technology, individualized reading/math/science/social studies and writing that are aligned with the TEKS. Review usage reports for online programs to ensure fidelity and efficacy of the results. Students will regularly use the following programs as appropriate: Google Classroom, RenLearn, iStation, Lexia, Waterford, Prodigy, Education Galaxy, and Accelerated Reader. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Campus admin. PLC teams Teachers Elementary Curriculum Coordinator	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021.

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


Strategy 1 Details	Formative Reviews		
Strategy 1: Helena Park staff will meet with the Accelerated Learning Committee (ALC) to develop a remediation for students in grade 4 who did not demonstrate at least "approaches" on their 3rd grade STAAR reading or math assessment in the Spring of 2021. Strategy's Expected Result/Impact: Clear understanding of student needs regarding areas of remediation; expectations for students, staff, and parents; and timeline for Accelerated Learning. Staff Responsible for Monitoring: Teachers Principals TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring semester. Strategy's Expected Result/Impact: Improved performance of STAAR assessments Improved student achievement Enhance growth opportunities for students Staff Responsible for Monitoring: Teachers Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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). Staff Responsible for Monitoring: Teachers Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			



Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR Data to determine effectiveness of the performance objective. Strategy's Expected Result/Impact: Improved STAAR performance. Improved student growth and achievement. Staff Responsible for Monitoring: Principals Elementary Curriculum Coordinator Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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: Helena Park Elementary will recruit, retain, and develop retention strategies to maintain the best highly qualified staff to ensure instructional excellence and student performance.

Evaluation Data Sources: T-TESS appraisal system
Instructional Walks with Action Coaching

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit, support, retain teachers and principals. 1) Recognize employees at the campus and district levels for their work effort and accomplishments. Examples: Birthday Recognition Teacher Appreciation monthly activities Teacher of the Year nominations Reaud nominations Notes of Affirmation Paws for Appreciation Attendance Queen for the Day Strategy's Expected Result/Impact: Staff recognition programs Agenda Communication of staff recognition Evidence printed in newsletter Faculty survey/campus culture Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			


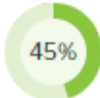
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Participate in 4 Professional Learning Communities (PLC) and utilize in-service days to implement practices based on PLC agenda. Focus on student growth data as well as horizontal and vertical planning.</p> <p>Strategy's Expected Result/Impact: Eduphoria Reports Lead4ward activities Instructional strategies PLC agenda PLC sign in sheet</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Communications Committee (CCC) and Professional District Communications Committee (PDCC) create two-way communication between employees and the Principal at the campus level and employees and the Superintendent at the district level to bring ideas, questions, and concerns up for discussion.</p> <p>Strategy's Expected Result/Impact: Agenda Sign in sheets minutes from meeting monthly calendar</p> <p>Staff Responsible for Monitoring: Principal Teachers Superintendent CCC committee members PDCC committee members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
			






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff members will participate in district and region staff development/ professional development that addresses campus needs. We will focus on PD that supports areas of improvement across all grade levels based on Lead4ward data reports.</p> <p>Strategy's Expected Result/Impact: Instructional Walks Eduphoria reports Eduphoria reports in Aware Student Achievement data Writing portfolios Critical writing spirals Checkpoint data</p> <p>Staff Responsible for Monitoring: Campus admin. Teachers Counselor PLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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		
Strategy 1: Utilize T-TESS process and Instructional Walks to identify teacher needs and guide staff to participate in professional development addressing those needs. Strategy's Expected Result/Impact: T-TESS data Instructional Walks data Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize nine professional development days for professional learning, Reading Academy training, Social Emotional Learning (SEL- CKH), and curriculum alignment built into the 2021-2022 school year calendar. Strategy's Expected Result/Impact: Agendas Sign-in sheets Handouts Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers and staff will attend appropriate staff development offered in district and Region 5 that supports the needs of our students and campus. Strategy's Expected Result/Impact: Workshop Registration Log Agendas Sign-in sheets Staff Responsible for Monitoring: Campus Admin. Counselor Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 1: The Helena Park counselor will work with campus faculty, staff, students, and parents to provide guidance and counseling that meets the needs of all students.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will implement district character education as required by HB 1026 with Capturing Kids Hearts. Strategy's Expected Result/Impact: Daily announcements Character Recognition for shown values Character Recognition breakfast every 6 weeks Counselor lesson plans and schedule Staff Responsible for Monitoring: Principal Asst. Prin. Counselor Teachers	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Due to HB 18, staff members will support Social Emotional Learning of students and receive training to recognize signs of mental health conditions, substance abuse, suicide prevention, grief, trauma, anxiety, depression, self harm, bullying, and other emotional health concerns. Strategy's Expected Result/Impact: Student Achievement Proactive Measures documented Counselor Records Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselor will update and maintain the "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition as related to the needs of the Helena Park PK-4 students. Strategy's Expected Result/Impact: Program Guide maintained and kept current throughout the school year and addresses components for HB 18. Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: The counselor will participate in continuing education meeting HB 18 requirements including: counseling students concerning mental health conditions and substance abuse; grief informed and trauma informed interventions; crisis management; and suicide prevention strategies. Strategy's Expected Result/Impact: Increase student achievement, decrease in referrals Staff Responsible for Monitoring: Counselor Principal	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff members will receive training in the following areas based on HB 18: suicide prevention; recognizing signs of mental health conditions and substance abuse; strategies for establishing/maintaining positive relationships among students; how grief and trauma affect student learning; and preventing/identifying/responding to/reporting incidents of bullying. Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and the number of students seen by counselors. (ex. Safe Schools) Decrease in disciplines, counselor visits, and six week failures. Increase in student achievement. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Counselors will communicate information through various modes:- biannual newsletter, school website, counselor facebook, and parent nights. The website will include important information for the Four Service Delivery Models, the CKH Character Program. Strategy's Expected Result/Impact: Bi-annual newsletter, website updated, parents nights flyer and sign-in sheets, parents and students will be informed. Staff Responsible for Monitoring: Principal Counselor	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 2: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Helena Park 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
 - 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. homeless
2. Attendance
3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
4. 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
5. Harassment and dating violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
6. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training
7. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB.
8. 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
9. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
10. 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.
11. Migrant Services

Evaluation Data Sources: Attendance Reports
Counselor Reports
Discipline Reports
Graduation Rates

Goal 5: Nederland ISD 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.

Performance Objective 3: 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 all staff in the implementation of the Capturing Kids Hearts model. Strategy's Expected Result/Impact: Impact positive school culture. Decrease discipline referrals. Improve attendance. Address the social and emotional needs of students. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH model in classrooms. 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: Principal Assistant Principal Teachers	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Nederland Independent School District

Highland Park Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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 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)	13
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.	24
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.	30
Goal 5: Nederland ISD 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.	36

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, based on the 2018-2019 TEA Accountability Report Card, 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 2022 Reading Assessment will be at a 59% meeting grade level or higher in all student population groups.

Highland Park EL Overview 2018-2019: 86 out of 100 (B)


Domain 1: Student Achievement: >91 out of 100 (A)


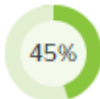
Domain 2: School Progress: >87 out of 100 (B)


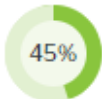
Domain 3: Closing The Gaps: >75 out of 100 (C)




HB3 Goal




Evaluation Data Sources: STAAR Data Results and Accountability Results




Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus as well as across the district to accountability indicators. Strategy's Expected Result/Impact: -Increased student growth in Reading. Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers	Formative		
	Dec	Mar	June
	 45%		



Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: -Student growth in Reading.</p> <p>Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading.</p> <p>-TEKS Priority Cluster Analysis:</p> <p>GR 3 Reading:</p> <p>3.6F: Make inferences and use evidence to support understanding.</p> <p>3.7C: Use text evidence to support an appropriate response.</p> <p>3.9Dii: Features such as sections, tables, graphs, timelines, bullets, numbers and bold and italicized font to support understanding.</p> <p>3.10A: Explain the author's purpose and message within a text.</p> <p>GR 4 Scaffolding Reading TEKS:</p> <p>4.6F: Make inferences and use evidence to support understanding.</p> <p>4.7C: Use text evidence to support an appropriate response.</p> <p>4.9Dii: Features such as pronunciation guides and diagrams to support understanding.</p> <p>4.10A: Explain the author's purpose and message within a text.</p> <p>Strategy's Expected Result/Impact: -Quality Alignment Data Walks</p> <p>-T-TESS -Professional Development Plan -Lesson Plans -Reading HMH Modules -District Checkpoint Assessments -Vertical Planning ALL Grade Levels</p> <p>Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			








Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>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 -iStation -Dyslexia Screener</p> <p>Staff Responsible for Monitoring: -Principal -Leadership Team -Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate technology enriched curriculum with individualized Reading programs that are aligned with STAAR , such as STAR Renaissance Reading, Edgenuity- Pathblazer, Odyssey, Lexia (+100 Additional Campus Licenses), Education Galaxy, iStation, My Virtual Reading Coach (GR 4, 5 ESL Students), BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), SeeSaw Premium Package (PK-GR 4), Waterford (PK-GR K), etc.</p> <p>Strategy's Expected Result/Impact: -Increased student growth in Reading.</p> <p>Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			

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		
	Dec	Mar	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 Covid-19 Implementation Tool. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	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 2019 -STAR Renaissance -easyCBM -Eduphoria (AWARE) Staff Responsible for Monitoring: -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Collaborate with Dyslexia Specialist on designing and monitoring implementation of guidelines outlined in District Dyslexia Handbook. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			

Strategy 12 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Highland Park EL Principal, Assistant Principal and interventionists will start Texas Reading Academies, Fostering Campus Literacy Communities through PLC's. Strategy's Expected Result/Impact: -Increased student growth in Reading. Staff Responsible for Monitoring: -Principal -Elementary Curriculum Coordinator -State and Federal Programs Coordinator	Formative		
	Dec	Mar	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: 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 Schoolwide and Targeted Assisted Title I Elements: 2.4	Formative		
	Dec	Mar	June
			

Strategy 15 Details	Formative Reviews		
<p>Strategy 15: 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, and Elementary Technology Conference (Galveston).</p> <p>Strategy's Expected Result/Impact: -Eduphoria -Student Achievement -Agendas -Sign-In Sheets</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: 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.</p> <p>Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets</p> <p>Staff Responsible for Monitoring: -Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			

Strategy 17 Details	Formative Reviews		
Strategy 17: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. Strategy's Expected Result/Impact: -Student Achievement Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Formative		
	Dec	Mar	June
			
Strategy 18 Details	Formative Reviews		
Strategy 18: 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 19 Details	Formative Reviews		
Strategy 19: 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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2: Highland Park EL will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2021.



HB3 Goal


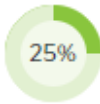




Evaluation Data Sources: -2022 STAAR Results

-Tutoring Logs

-Progress Monitoring

-Completed Accelerated Instruction Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with Accelerated Learning Committee (ALC) to develop a remediation for students in GR 3. 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: -Principals -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semester. Strategy's Expected Result/Impact: -Improved performance for STAAR Assessments -Improved Student Achievement -Enhance growth opportunities for students Staff Responsible for Monitoring: -Principal -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
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: -Principals -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR Reading Data to determine effectiveness of the performance objective. Strategy's Expected Result/Impact: -Improved STAAR Results -Improved student growth and achievement. Staff Responsible for Monitoring: -Principals -Teachers -Curriculum Coordinators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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, based on the 2018-2019 TEA Accountability Report Card, 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 2022 Math Assessment will be at a 59% meeting grade level or higher in all student population groups.


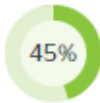
Highland Park EL Overview 2018-2019: 86 out of 100 (B)


Domain 1: Student Achievement: >91 out of 100 (A)


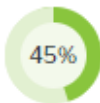
Domain 2: School Progress: >87 out of 100 (B)




Domain 3: Closing The Gaps: >75 out of 100 (C)


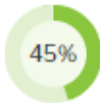

Evaluation Data Sources: STAAR Data and Accountability Results



Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus, as well as, across the district to accountability indicators. 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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			


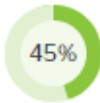

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math.</p> <p>-TEKS Priority Cluster Analysis:</p> <p>GR 3 Math:</p> <p>3.4K: Solve one-step and two-step problems 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.</p> <p>3.5B: Represent and solve one and two step multiplication and division problems within 100 using arrays, strip diagrams, and equations.</p> <p>3.7B: Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.</p> <p>GR 4 Scaffolding Math TEKS:</p> <p>4.4E: Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations.</p> <p>4.5A: Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for unknown quantity.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: -Quality Alignment Data Walks</p> <p>-T-TESS</p> <p>-Professional Development Plan</p> <p>-Lesson Plans</p> <p>-Pearson Math Topic Tests</p> <p>-District Checkpoint Assessments</p> <p>-Vertical Planning ALL Grade Levels</p> <p>Staff Responsible for Monitoring: -Principal</p> <p>-PLC</p> <p>-Leadership Team</p> <p>-Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			




Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: -Principal -Leadership Team -Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR , such as STAR Renaissance Reading, Edgenuity- Pathblazer, Odyssey, Education Galaxy, iStation, BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), SeeSaw Premium Package (PK-GR 4), STEMscopes (GR K-4), Prodigy Math, (GR K-4), etc.</p> <p>Strategy's Expected Result/Impact: -Increased student growth in Math.</p> <p>Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			






Strategy 6 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
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 Covid-19 Implementation Tool. 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	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
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 2019 -STAR Renaissance -easyCBM -Eduphoria (AWARE) Staff Responsible for Monitoring: -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4	Formative		
	Dec	Mar	June
			

Strategy 12 Details	Formative Reviews		
<p>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, 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, and Elementary Technology Conference (Galveston).</p> <p>Strategy's Expected Result/Impact: -Eduphoria -Student Achievement -Agendas -Sign-In Sheets</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
			
Strategy 13 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Teachers</p>	Formative		
	Dec	Mar	June
			

Strategy 14 Details	Formative Reviews		
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/interventions and behavior interventions. Strategy's Expected Result/Impact: -Student Achievement Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Formative		
	Dec	Mar	June
			
Strategy 15 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 16 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			

Strategy 17 Details	Formative Reviews		
Strategy 17: Highland Park EL will meet with Accelerated Learning Committee (ALC) to develop a remediation for students transitioning from GR 3 in Math. 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		
	Dec	Mar	June
			
Strategy 18 Details	Formative Reviews		
Strategy 18: Highland Park EL will provide Accelerated Instruction opportunities throughout the Fall and Spring Semester in Math. 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		
	Dec	Mar	June
			
Strategy 19 Details	Formative Reviews		
Strategy 19: Highland Park EL will monitor student progress in the Accelerated Instruction setting in Math. 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		
	Dec	Mar	June
			

Strategy 20 Details	Formative Reviews		
Strategy 20: Highland Park EL will analyze STAAR Data in Math to determine effectiveness of the performance objective. 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		
	Dec	Mar	June
	 25%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2: Highland Park EL will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Math Assessment in the Spring of 2021.



HB3 Goal


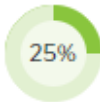




Evaluation Data Sources: -2022 STAAR Math Results

-Tutoring Logs

-Progress Monitoring

-Completed Accelerated Instruction Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with Accelerated Learning Committee (ALC) to develop a remediation for students in GR 3. 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: -Principal -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semester. Strategy's Expected Result/Impact: -Improved performance of STAAR Assessments -Improved student achievement -Enhance growth opportunities for students Staff Responsible for Monitoring: -Principal -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			



Strategy 3 Details	Formative Reviews		
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: -Principal -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR Math Data to determine effectiveness of the performance objective. Strategy's Expected Result/Impact: -Improved STAAR Results -Improved student growth and achievement Staff Responsible for Monitoring: -Principal -Teachers -Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			



Strategy 3 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




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.


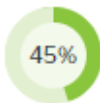

Performance Objective 2: Highland Park EL will work to increase opportunities for students to achieve college and career readiness by ensuring K-9 students show a minimum of one year's growth in Reading and Math.







HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: -Increased student growth in Reading. Staff Responsible for Monitoring: -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Highland Park EL will increase overall student progress by focus 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			



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 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6		Formative		
		Dec	Mar	June
				
Strategy 7 Details		Formative Reviews		
Strategy 7: Highland Park EL will enhance instruction and use supplemental software programs, such as, but not limited to: Eduphoria, STAR Renaissance Learning, Lexia, TEKS Resource System, Edgenuity- Pathblazer, Odyssey, 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6		Formative		
		Dec	Mar	June
				
Strategy 8 Details		Formative Reviews		
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		Formative		
		Dec	Mar	June
				




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		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Continued implementation of Accelerated Learning Instruction to address individual needs and increase achievement. Strategy's Expected Result/Impact: STAAR Scores, Student Growth, Report Card Grades Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
 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		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of teacher surveys to gather data in regard to school climate and culture. Strategy's Expected Result/Impact: -Review of Survey Data Staff Responsible for Monitoring: -Principal -Teacher Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Maintain the Highland Park EL website as well as social media (Facebook, Twitter, etc.) with information that is beneficial to parents and community members. Strategy's Expected Result/Impact: -Highland Park Elementary Website -Facebook -Twitter -ClassTag -#noofficetoday -Blackboard Connect Staff Responsible for Monitoring: -Principal -Teacher -PTA Schoolwide and Targeted Assisted Title I Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Dec	Mar	June
				
Strategy 4 Details		Formative Reviews		
Strategy 4: Recognize faculty and staff with incentives 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 Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Dec	Mar	June
				
Strategy 5 Details		Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Dec	Mar	June
				

Strategy 6 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
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) Strategy's Expected Result/Impact: -Donation Account Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Secretary -District Partner in Education Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			






Strategy 9 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Highland Park EL will provide Professional Development opportunities to support district goals and professional growth for district personnel. Strategy's Expected Result/Impact: -Develop future leaders to help increase student achievement and staff proficiency in delivery information. Staff Responsible for Monitoring: -Principal -Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>Strategy 1: Develop a professional development plan to meet our campus needs. The professional learning will be designed to provide opportunities in the following areas such as: HB 3 Reading Academies, Phonics Curriculum-Foundations, Neuhaus Training for Dyslexia Specialist, Positive Behavioral Interventions and Supports (PBIS), Restorative Discipline, Capturing Kids Hearts, RtI Behavior, Student Threat Assessment Training, Social and Emotional Development of Child, etc.</p> <p>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</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Special Programs Director -State and Federal Programs Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: Nederland ISD 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.








Performance Objective 1: Highland Park EL counselor will work to provide guidance and counseling to students that meet the needs of all students.

Evaluation Data Sources: -Counseling Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement district character education as required by HB 1026, (Core Values). Strategy's Expected Result/Impact: -Students will gain an understanding and implement the character traits required by HB 1026 to be taught: Trustworthiness (Honesty, Reliability, Punctuality, and Loyalty); Integrity; Respect and Courtesy; Responsibility (Accountability, Diligence, Perseverance, and Self-Control); Fairness (Justice and Freedom from Prejudice); Caring (Kindness, Empathy, Compassion, Considerations, Patience, Generosity, and Charity); Good Citizenship (Patriotism, Concern for the common good and the community, and respect for authority and the law); School Pride; Gratitude; and Courage. Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will update and maintain the comprehensive vertically and horizontally aligned "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition. Strategy's Expected Result/Impact: Updated Nederland ISD Comprehensive Counseling Program Guide and address HB 18. Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HB 18 requires counselors to expand their continuing education requirements to include: counseling students concerning mental health conditions and substance abuse; grief informed and trauma informed interventions; crisis management; and suicide prevention strategies. Also, counselors will attend professional development on academics and other areas as needed to support their work with students.</p> <p>Strategy's Expected Result/Impact: -Student Achievement -Discipline Referrals -Failure Report</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HB 18 staff members will receive training on: Suicide prevention; recognizing signs of mental health conditions and substance abuse; strategies for establishing/maintaining positive relationships among students; how grief and trauma affect student learning; and preventing/identifying/responding to/reporting incidents of bullying.</p> <p>Strategy's Expected Result/Impact: -Student Achievement -Discipline Referrals -Failure Report</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselors will communicate information through various modes: bi-annual newsletter, school website, and parent nights. The website will include important information for the Four Service Delivery Models and Capturing Kids Hearts Program.</p> <p>Strategy's Expected Result/Impact: -Bi-Annual Newsletters -Highland Park Website -Parent Nights Flyer -Parent Nights Sign-In Sheets</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers -Community Members</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2</p>	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Highland Park EL is proactive in addressing all bullying incidents and will provide educational opportunities to promote anti-bullying for all students and community members. Strategy's Expected Result/Impact: -Reduction in incidents Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Continuation of Drug Free Awareness campus-wide. Strategy's Expected Result/Impact: -Red Wednesdays -Red Ribbon Week Celebration -DARE Program -Chicken Club Rally -Terrific Nederland Teens Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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 Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Highland Park EL school Counselor will deliver comprehensive school counseling program that promotes student achievement. School counselor will work to continue vertically and horizontally aligned Character Education Program that encompasses the state's required components. Strategy's Expected Result/Impact: -Core Essentials Character Education Program Monthly Calendar of Events Staff Responsible for Monitoring: -Principal -Counselor -Teachers	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Continue transitioning activities and/or game plan for students promoted to another campus. Strategy's Expected Result/Impact: -Transition from one campus to another. Staff Responsible for Monitoring: -Principal -Counselor -Teacher	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Counselors will partner with organizations such as Samaritan Counseling to help serve the needs of the students. Strategy's Expected Result/Impact: -Report of number of students served at June NISD School Board Meeting Partnership agreements. Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Teachers	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Nederland ISD 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.

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 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]
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 addendums 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 addendums 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: Attendance Reports
Counselor Reports
Discipline Reports

Nederland Independent School District

Hillcrest Elementary

2021-2022 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!

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) 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. 15

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. 22

Goal 5: Nederland ISD 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. 24



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		
Strategy 1: Increase rigor through instructional strategies that promote higher order thinking skills . Strategy's Expected Result/Impact: Evidence in Eduphoria reports from checkpoint data Staff Responsible for Monitoring: Campus Administration Teachers Lead4Ward Team Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement effective instructional strategies based on the Lead4ward Priority TEKS Cluster Report for grades K-4. Strategy's Expected Result/Impact: Evidence in Eduphoria reports from checkpoint data Staff Responsible for Monitoring: Campus Administration Teachers Lead4Ward Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Move 3rd and 4th grade subgroups from approaches grade level to meets and from meets to masters to assist in closing performance gaps. Strategy's Expected Result/Impact: TEA Accountability Report Eduphoria reports Student documentation folders Growth Charts Student/Teacher conferencing Staff Responsible for Monitoring: Campus Administration. Lead4Ward Team Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure fidelity of Response to Intervention through implementation of district wide progress monitoring and interventions. Strategy's Expected Result/Impact: Progress monitoring meetings RtI documentation Eduphoria reports- Aware Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Pump it Up Time (which is 30 minutes built into the master schedule) will be utilized to assist with student progress by intervention (including 4545 intervention), reteaching, small group, individualized instruction to close gaps and enrichment for GT identified students.</p> <p>Strategy's Expected Result/Impact: Small group instruction Computer usage report Individual growth on targeted objectives</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Extra help staff Sped/Inclusion staff Interventionist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus as well as across the district.</p> <p>Strategy's Expected Result/Impact: Student Achievement Evidenced in lesson plans and data walks</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Elementary Curriculum Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Campus faculty and staff participate in professional development opportunities provided within district and offered through Region 5 and 4 Education Service Center. All K-4 ELAR teachers will complete The Reading Academy online through Region 5. Strategy's Expected Result/Impact: Eduphoria Staff PD reports Agendas/Sign-in sheets Staff Responsible for Monitoring: Campus Administration Teachers Paraprofessionals Counselor Elementary Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. 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 Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			



Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Enhance instruction by utilizing supplemental computer programs, including, but not limited to Eduphoria, Aware, STAR Renaissance, STAR Early Literacy, Lexia, iStation, TEKS Resource System, Education Galaxy, My Virtual Reading Coach, Waterford, mCLASS.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide instruction and support with timely intervention to Emergent Bilingual students by ESL teacher, extra help staff, and classroom teachers through a combination of push in and pullout instruction and support.</p> <p>Strategy's Expected Result/Impact: TELPAS results indicate growth Academic growth Additional teachers earning ESL supplement</p> <p>Staff Responsible for Monitoring: Teachers ESL Teachers Bilingual Teachers ESL Extra Help person Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			



Strategy 11 Details	Formative Reviews		
Strategy 11: Increase overall student progress by focusing on data driven instruction using reports from AWARE/Star Ren, as well as Lead4ward strategies that target the use of on-going monitoring of differentiated instruction. Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Principal Lead4Ward Team Teachers Elementary Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Collaborate with Dyslexia Specialist on designing and monitoring implementation guidelines outlined in the NISD Dyslexia Handbook. Strategy's Expected Result/Impact: Earlier identification of student with Dyslexia needs Increase student growth in reading Staff Responsible for Monitoring: Campus Administration Teachers Campus Dyslexia Teacher Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Continue to monitor, adjust, and improve the use of the K-2 Literacy Program . Strategy's Expected Result/Impact: Increased student growth in Reading Increased number of students reading on grade level at the end of each school year Staff Responsible for Monitoring: Campus Administration Elementary Curriculum Coordinator Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



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.

Evaluation Data Sources: STAAR Data and Accountability Results






Strategy 1 Details	Formative Reviews		
Strategy 1: Increase rigor through instructional strategies that promote higher order thinking skills . Strategy's Expected Result/Impact: Evidence in Eduphoria reports from checkpoint data Staff Responsible for Monitoring: Campus Administration. Teachers Lead4Ward Team Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement effective instructional strategies based on the Lead4ward Priority TEKS Cluster Report for grades K-4. Strategy's Expected Result/Impact: Evidence in quality walks TTESS appraisals Lesson Plans PLC activities Lead4ward playlists Vertical and Horizontal planning Staff Responsible for Monitoring: Campus Administration Lead4Ward Team Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Move 3rd and 4th grade subgroups from approaches grade level to meets and from meets to masters to assist in closing performance gaps. Strategy's Expected Result/Impact: TEA Accountability Report Eduphoria reports Student Data Trackers Growth Charts Student/Teacher conferencing Staff Responsible for Monitoring: Campus Administration Lead4Ward Team Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Pump it Up time built in Master Schedule and used to assist with student progress by intervention, reteaching, small group, individualized instruction to close gaps and provide enrichment for our GT students.</p> <p>Strategy's Expected Result/Impact: Small group instruction Computer usage report Individual growth on targeted objectives</p> <p>Staff Responsible for Monitoring: Campus Administration. Teachers Extra help staff Sped/Inclusion staff Interventionist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus as well as across the district.</p> <p>Strategy's Expected Result/Impact: Student Achievement Evidenced in lesson plans and data walks</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Elementary Curriculum Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Campus faculty and staff participate in professional development opportunities provided within district and offered through Region 5.</p> <p>Strategy's Expected Result/Impact: Eduphoria Staff PD reports Agendas/Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Paraprofessionals Counselor Elementary Curriculum Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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<p>Strategy 8 Details</p> <p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Individual technology usage reports Progress reports, Report cards</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Support Staff Sped Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Enhance instruction by utilizing supplemental computer programs, including, but not limited to Aware, iStation, STAR math, TEKS Resource System, Education Galaxy, Education Galaxy Liftoff. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Teachers Campus Administration Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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Strategy 10 Details	Formative Reviews		
Strategy 10: Provide instruction and support with timely intervention to Emergent Bilingual students by ESL teacher, extra help staff, and classroom teachers through a combination of push in and pullout instruction and support. Strategy's Expected Result/Impact: TELPAS results indicate growth Academic growth Additional teachers earning ESL supplement Staff Responsible for Monitoring: Teachers ESL Teacher Campus Administration ESL Extra Help person Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Increase overall student progress by focusing on data driven instruction using reports from AWARE as well as Lead4ward strategies, Star Ren results, and iStation that target the use of on-going monitoring of differentiated instruction. Strategy's Expected Result/Impact: Student growth in math Staff Responsible for Monitoring: Principal Lead4Ward Team Teachers Elementary Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June


Strategy 12 Details	Formative Reviews		
Strategy 12: Increase the use of STEM activities across all grade levels. Implement the use of STEMscopes online curriculum across grades K-4. Strategy's Expected Result/Impact: Increase in student growth in math Increased opportunity of math within the science lesson. Staff Responsible for Monitoring: Teachers Campus Administration Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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: Hillcrest Elementary will increase the percent of students achieving college and career readiness by 1% during the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Hillcrest will work to increase awareness for College and Career Opportunities at all grade levels: College shirt day; The Dental Dock; The Coast Guard; Nederland Police Department, Nederland Fire Department, etc. Strategy's Expected Result/Impact: Lesson Plans, Student Participation, Communication of Events Staff Responsible for Monitoring: Campus Administration Teachers Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			



 No Progress
 Accomplished
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 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: Hillcrest will increase opportunities for students to achieve college and career readiness by ensuring K-9 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		
<p>Strategy 1: Pump it Up Time for the additional 30-minutes built into the master schedule allows for time to be used for academic skills in small groups. The focus includes Reteaching, Intervention, Support, and Enrichment through Understanding and Practice.</p> <p>Strategy's Expected Result/Impact: Increased student growth in Reading in Math.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Interventionist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Student growth on universal screeners, checkpoint assessments, mock testing, and overall averages.</p> <p>Staff Responsible for Monitoring: Campus Administrations Teachers RtI Core Team State and Federal Programs Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment as well as district grade level alignment.</p> <p>Strategy's Expected Result/Impact: Increased student growth in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Administration Lead4Ward Team Teachers Grade Level Chair</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hillcrest staff will participate in professional development activities designed to improve student achievement vertically and horizontally with a focus on the following areas: inclusion, economically disadvantaged, EB, TEKS Resource System, RtI, Rigor (HOTS), differentiation, data analysis, and researched- based strategies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results</p> <p>Agendas Sign-in sheets PD documentation</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Hillcrest will increase student progress by focusing on data driven instruction guided by data used from Eduphoria reports and Lead4Ward strategies. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Campus Administration Lead4Ward Teachers Elementary Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the curriculum supported by embedded technology, individualized ELAR/math/science/social studies and writing that are aligned with the TEKS. Review usage reports for online programs to ensure fidelity and efficacy of the results. Students will regularly use the following programs as appropriate: Google Classroom, StarRen, iStation, Lexia, Waterford, SeeSaw, Flocabulary, Education Galaxy, and Accelerated Reader. Strategy's Expected Result/Impact: Increase student growth Staff Responsible for Monitoring: Campus Administration Lead4Ward team Teachers Elementary Curriculum Coordinator Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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	Formative		
	Dec	Mar	June



<p>past year</p> <p>Staff Responsible for Monitoring: Director for Special Programs</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







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: Hillcrest will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2021.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hillcrest staff will meet with the Accelerated Learning Committee (ALC) to develop a remediation for students in grade 4 who did not demonstrate at least "approaches" on their 3rd grade STAAR reading or math assessment in the Spring of 2021.</p> <p>Strategy's Expected Result/Impact: Clear understanding of student needs regarding areas of remediation; expectations for students, staff, and parents; and timeline for Accelerated Learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semester.</p> <p>Strategy's Expected Result/Impact: Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			




Strategy 3 Details	Formative Reviews		
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: Campus Administration Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR Data to determine effectiveness of the performance objective. Strategy's Expected Result/Impact: Improved STAAR performance. Improved student growth and achievement. Staff Responsible for Monitoring: Campus Administration Elementary Curriculum Coordinator Teachers Schoolwide and Targeted Assisted Title I Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








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: Hillcrest 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). 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Campus Administration Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Admin	Formative		
	Dec	Mar	June
			






Strategy 4 Details	Formative Reviews		
Strategy 4: 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, etc...) Staff Responsible for Monitoring: Campus Administrators Highlight Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Assistant Principal PLC Instructional Leaders PLC 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 Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Campus Administration	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: Nederland ISD 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.

Performance Objective 1: School Counselor will work with campus faculty, staff, students, and parents to provide guidance and counseling that meets the needs of all students.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Hillcrest will implement Capturing Kids Hearts Program campus-wide that reflect legislative requirements. Strategy's Expected Result/Impact: Daily announcements Character Counter recognition for shown values Character Counts breakfast every 6 weeks Counselor lesson plans and schedule Staff Responsible for Monitoring: Campus Administration Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will update and maintain the "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition as related to the needs of the Hillcrest PK-4 students. Strategy's Expected Result/Impact: Updated Nederland ISD Comprehensive Counseling Program Guide and address HB 18. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2	Formative		
	Dec	Mar	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Due to HB 18, staff members will support Social Emotional Learning of students and receive training to recognize signs of mental health conditions, substance abuse, suicide prevention, grief, trauma, anxiety, depression, self harm, bullying, and other emotional health concerns. Strategy's Expected Result/Impact: Student Achievement Proactive Measures documented Counselor Records Staff Responsible for Monitoring: Campus Administration Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Staff members will receive training in the following areas based on HB 18: suicide prevention; recognizing signs of mental health conditions and substance abuse; strategies for establishing/maintaining positive relationships among students; how grief and trauma affect student learning; and preventing/identifying/responding to/reporting incidents of bullying. Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and the number of students seen by counselors. (ex. Safe Schools) Decrease in disciplines, counselor visits, and six week failures. Increase in student achievement. Staff Responsible for Monitoring: Principal AP Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Staff Responsible for Monitoring: Principial Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 2: 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 all teachers in the implementation of the Capturing Kids Hearts model. 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: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms. 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 Administration Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Nederland Independent School District

Langham Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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 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

Goal 5: Nederland ISD 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. 15



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, Langham 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 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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Education Galaxy, IStation, 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Dec	Mar	June
			
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	Formative		
	Dec	Mar	June
			
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
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		
	Dec	Mar	June
			



Strategy 7 Details	Formative Reviews		
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	Formative		
	Dec	Mar	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		
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	Formative		
	Dec	Mar	June
			
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 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	Formative		
	Dec	Mar	June
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Education Galaxy, IStation, Prodigy and Math Seeds. Strategy's Expected Result/Impact: Increased student growth in Math Staff Responsible for Monitoring: Principal Leadership Team Teachers Math Interventionist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Strengthen fidelity of RTI program through district progress monitoring and interventions. 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Increased effectiveness of WIN time by ensuring groups and instructional activities are appropriately planned and executed. Strategy's Expected Result/Impact: Increased student growth in Math Staff Responsible for Monitoring: Principal Leadership Team Teachers Interventionist	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan



Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Education Galaxy, 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Dec	Mar	June
	 80%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021.




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







Strategy 1 Details	Formative Reviews		
Strategy 1: Langham will create Accelerated Learning Committees to develop and execute remediation plans for students who did not reach "Approaches" on their 2021 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 Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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.
Professional development documentation from Eduphoria







Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize various electronic and social media platforms to raise awareness of school activities. 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	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
 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: 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		
Strategy 1: Professional development days dedicated to professional learning initiatives for Reading Academies and Capturing Kids' Hearts. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 1: The Langham Elementary counselor will work with staff and students to provide guidance and counseling that meet the needs of all students.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will implement district character education as required by HB 1026 with Capturing Kids Hearts. Strategy's Expected Result/Impact: Character Recognition for shown values through "Doggie Dollars" Counselor lesson plans and schedule Character Recognition lunch every 6 weeks	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will update and maintain the "Nederland ISD School Counselor Guide" based on the Texas Model for Comprehensive School Counseling Program 5th edition as it applies o the needs of students at Langham. Strategy's Expected Result/Impact: Updated Counseling Program Guide addressing components of HB 18 Staff Responsible for Monitoring: Principal Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: HB 18 requires counselors to expand their continuing education requirements to include: counseling students concerning mental health conditions and substance abuse; grief informed and trauma informed interventions; crisis management; and suicide prevention strategies. Also, counselors will attend professional development on academics and other areas as needed to support their work with students. Strategy's Expected Result/Impact: Student Achievement Discipline Referrals Student Achievement Staff Responsible for Monitoring: Principal Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Dec	Mar	June
			







Strategy 4 Details	Formative Reviews		
Strategy 4: According to HB 18 staff members will receive training on: *Suicide prevention; *Recognizing signs of mental health conditions and substance abuse; *Strategies for establishing/maintaining positive relationships among students; *How grief and trauma affect student learning; and *Preventing/identifying/responding to/reporting incidents of bullying. Strategy's Expected Result/Impact: Counselor visits Student Achievement Staff Responsible for Monitoring: Campus Administrators Counselor Staff Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Counselor will communicate information through various modes: newsletters, school website, and parent nights. The website will include important information for the Four Service Delivery Models and the CKH Character Program. Strategy's Expected Result/Impact: Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed Staff Responsible for Monitoring: Principal Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Counselor will conduct individual meetings with students, "Lunch Bunch" group meetings, and classroom lessons focused on CKH character traits. Strategy's Expected Result/Impact: Decreased discipline referrals Increased student engagement and achievement Staff Responsible for Monitoring: Principal Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 2: School Guidance and Counseling will be implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase participation in postsecondary education.

Evaluation Data Sources: Data Reports:

Decrease in drop out rates,
Increase in acceptance into post secondary education (military, trade school, college), and
Decrease failures.







Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will communicate information through various modes: newsletters, school website, and parent nights. The website will include important information for the Four Service Delivery Models and the CKH Character Program. Strategy's Expected Result/Impact: Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed Staff Responsible for Monitoring: Principal Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will conduct individual meetings with students, "Lunch Bunch" group meetings, and classroom lessons focused on CKH character traits. Strategy's Expected Result/Impact: Decreased discipline referrals Increased student engagement and achievement Staff Responsible for Monitoring: Principal Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

Performance Objective 3: 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
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]
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: Attendance Reports
Counselor Reports
Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will communicate information through various modes: newsletters, school website, and parent nights. The website will include important information for the Four Service Delivery Models and the CKH Character Program. Strategy's Expected Result/Impact: Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed Staff Responsible for Monitoring: Principal Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will conduct individual meetings with students, "Lunch Bunch" group meetings, and classroom lessons focused on CKH character traits. Strategy's Expected Result/Impact: Decreased discipline referrals Increased student engagement and achievement Staff Responsible for Monitoring: Principal Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Nederland ISD 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.

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 all faculty and staff in the implementation of the Capturing Kids' Hearts model. Strategy's Expected Result/Impact: Positive school culture Decreased discipline referrals Improved attendance Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Nederland Independent School District
Alternative Education
2021-2022 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.

Table of Contents

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

Goals 2

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 teams is our most important asset and our district will be a destination of excellence. 4






Goal 3: Nederland ISD 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. 5

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 prioritize 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		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 teams is our most important asset and our district will be a destination of excellence.

Performance Objective 1: 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: Yearly staff retention/TTESS Appraisals

Strategy 1 Details	Formative Reviews		
Strategy 1: AES will prioritize recruiting and training staff to ensure we have qualified staff to help at risk students be successful. Strategy's Expected Result/Impact: TTESS appraisals and staff evaluations will be used yearly to guide professional development to maximize instruction in the classroom. Staff Responsible for Monitoring: Director	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Nederland ISD 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.

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		
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	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Nederland ISD 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.

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		
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	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Nederland ISD 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.

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.

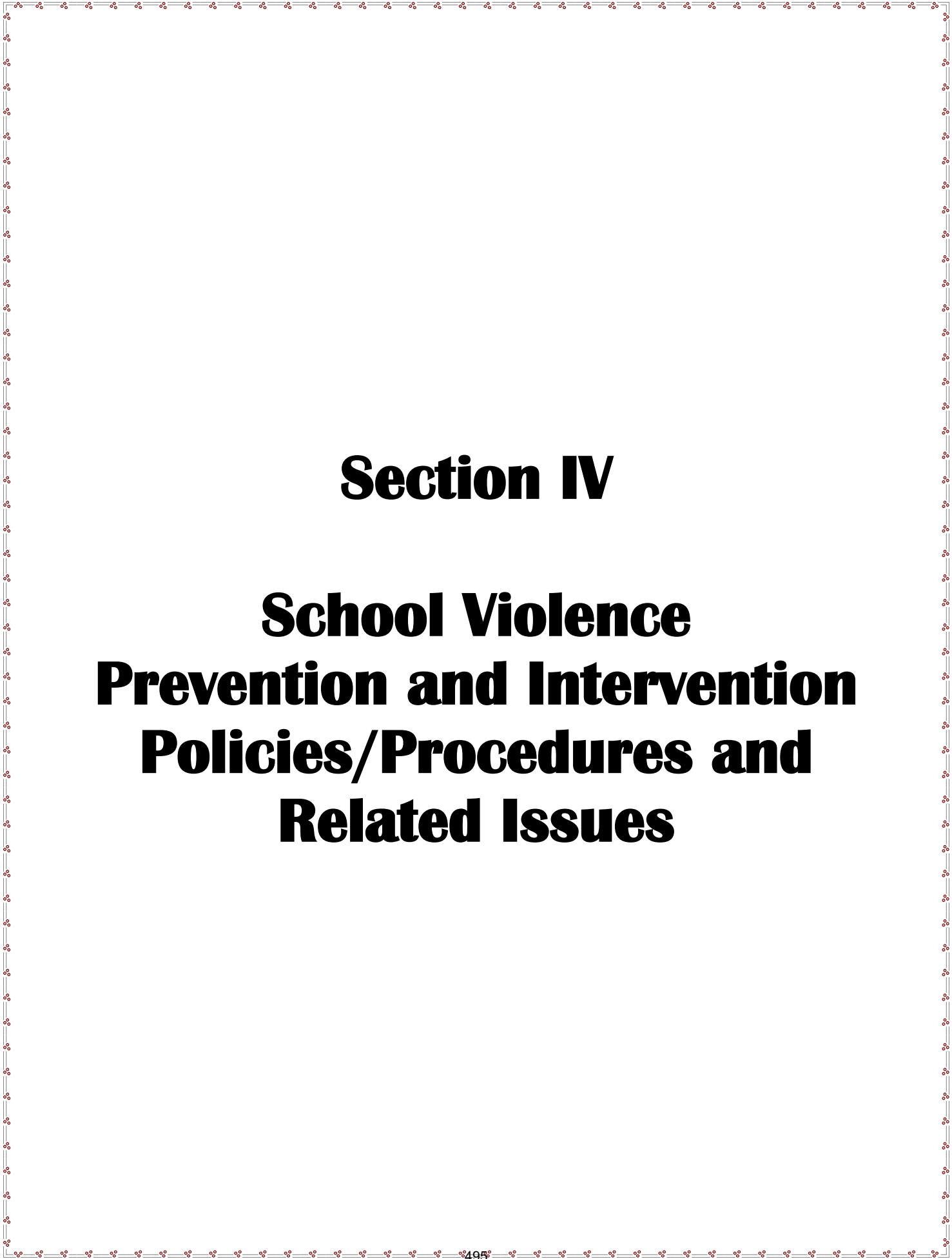
Evaluation Data Sources: To maintain or increase community involvement in Health Fair and Red Ribbon Parade.

Goal 3: Nederland ISD 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.

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
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]
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: Attendance Reports
Counselor Reports
Discipline Reports



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

COMMUNITY RELATIONS
CONDUCT ON SCHOOL PREMISES

GKA
(LOCAL)

**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**

“Bullying” has the meaning assigned by Education Code 37.0832. [See FFI]

Definitions

“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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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	<p>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.</p> <p>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.</p>
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	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.
<i>Discipline</i>	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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT CONDUCT

FNC
(LEGAL)

**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)*

STUDENT CONDUCT
DRESS CODE

FNCA
(LOCAL)

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]

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

**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)

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

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.

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

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*

STUDENT CONDUCT
PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES

FNCE
(LEGAL)

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. <i>Education Code 38.007(a)</i>
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. <i>Education Code 38.007(b)</i>
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. <i>Education Code 38.007(b); Alcoholic Beverage Code 101.75, 109.33, .59</i>
Criminal Offense	A person commits an offense (a Class C misdemeanor) if the person possesses an intoxicating beverage for consumption, sale, or distribution while: <ol style="list-style-type: none">1. On the grounds or in a building of a public school; or2. Entering or inside any enclosure, field, or stadium where an athletic event sponsored or participated in by a public school is being held. <i>Education Code 37.122</i>
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: <ol style="list-style-type: none">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; or2. On a school bus. <i>Health and Safety Code 481.134</i>
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: <ol style="list-style-type: none">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

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

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

**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**

Handgun

A person commits an offense if the person intentionally, knowingly, or recklessly carries on or about his or her person a handgun and 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

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

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)

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 substantial 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. A firearm silencer (any device designed, made, or adapted to muffle the report of a firearm), unless the firearm silencer is classified as a curio or relic by the United States Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law. *Penal Code 46.01(4)*
5. 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)*
6. 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)*
7. 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)*
8. 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)*
9. 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)

STUDENT RIGHTS AND RESPONSIBILITIES
INVESTIGATIONS AND SEARCHES

FNF
(LEGAL)

**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. La-texo 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

STUDENT RIGHTS AND RESPONSIBILITIES
INVESTIGATIONS AND SEARCHES

FNF
(LEGAL)

(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, photo-electronic 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).

STUDENT RIGHTS AND RESPONSIBILITIES
INVESTIGATIONS AND SEARCHES

FNF
(LEGAL)

*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)

STUDENT DISCIPLINE

FO
(LEGAL)

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.

STUDENT DISCIPLINE

FO
(LEGAL)

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)*

STUDENT DISCIPLINE

FO
(LEGAL)

Changes in SCOC	Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.
Posting	<p>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.</p> <p><i>Education Code 37.001(b-1)–(c)</i></p>
Notice to Parents	Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. <i>Education Code 37.001(d)</i>
<i>Noncustodial Parent</i>	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. <i>Education Code 37.0091</i>
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. <i>Education Code 37.018</i>
Campus Behavior Coordinator	<p>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.</p> <p>The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.</p>
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	<p>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.</p> <p>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</p>

STUDENT DISCIPLINE

FO
(LEGAL)

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

STUDENT DISCIPLINE

FO
(LEGAL)

**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.

STUDENT DISCIPLINE

FO
(LEGAL)

<i>Law Enforcement Duties</i>	<p>“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.</p> <p><i>Education Code 37.0021(b)(4), (g)</i></p>
Restraint Reports	<p>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]. <i>Education Code 37.0021(i)</i></p> <p>“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. <i>Education Code 37.0021(b)(1)</i></p>
Corporal Punishment	<p>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. <i>Education Code 37.0011(b)</i></p>
Parent Statement	<p>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. <i>Education Code 37.0011(c)–(d)</i></p>
Definition	<p>“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]. <i>Education Code 37.0011(a)</i></p>
Use of Force to Maintain Discipline	<p>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</p>

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;

STUDENT DISCIPLINE

FO
(LEGAL)

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;

STUDENT DISCIPLINE

FO
(LEGAL)

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.

STUDENT DISCIPLINE

FO
(LEGAL)

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

¹ Innovation Plan:

<https://www.nederland.k12.tx.us/District/Department/14956-District-of-Innovation>

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.

STUDENT DISCIPLINE

FO
(LOCAL)

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

STUDENT DISCIPLINE

FO
(LOCAL)

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

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. 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.
4. Control an irrational student.
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law.
[See FOF(LEGAL)]

STUDENT DISCIPLINE

FO
(LOCAL)

**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)]

¹ Innovation Plan:

<https://www.nederland.k12.tx.us/District/Department/14956-District-of-Innovation>

STUDENT DISCIPLINE
REMOVAL BY TEACHER OR BUS DRIVER

FOA
(LEGAL)

**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 DISCIPLINE
REMOVAL BY TEACHER OR BUS DRIVER

FOA
(LEGAL)

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.

STUDENT DISCIPLINE
REMOVAL BY TEACHER OR BUS DRIVER

FOA
(LEGAL)

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.

STUDENT DISCIPLINE
OUT-OF-SCHOOL SUSPENSION

FOB
(LEGAL)

**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,

STUDENT DISCIPLINE
OUT-OF-SCHOOL SUSPENSION

FOB
(LEGAL)

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

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

**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.

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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.

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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 Children. *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*

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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*

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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 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

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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)*

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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 removal, 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. <i>Education Code 37.009(a)</i> [See Student Code of Conduct]
Term of Removal	<p>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. <i>Education Code 37.009(a)</i></p> <p>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. <i>Education Code 37.009(d)</i></p>

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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.
<i>No Appeal</i>	<p>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.</p> <p><i>Education Code 37.009(b)</i></p>
Beyond End of School Year	<p>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:</p> <ol style="list-style-type: none">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; or2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. <p><i>Education Code 37.009(c)</i></p>
Order of Removal	<p>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. <i>Education Code 37.009(g)</i></p> <p>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. <i>Education Code 37.010(a)</i></p>
<i>Activities</i>	<p>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. <i>Education Code 37.006(g)</i></p> <p>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.</p> <p>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 pro-</p>

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

vided 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. [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)

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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)

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

**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

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

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.

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

**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 children, 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

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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 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-

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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)

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

Criminal Mischief	<p>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. <i>Education Code 37.007(f)</i></p>
Breach of Computer Security	<p>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:</p> <ol style="list-style-type: none">1. The conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and2. 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. <p><i>Education Code 37.007(b)(5)</i></p>
Serious Misbehavior in DAEP	<p>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.</p> <p>“Serious misbehavior” means:</p> <ol style="list-style-type: none">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; or4. Conduct that constitutes the offense of:<ol style="list-style-type: none">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; ore. Harassment, under Penal Code 42.07(a)(1), of a student or district employee. <p>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).</p> <p><i>Education Code 37.007(c), .010(b)</i></p>

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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.

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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	<p>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.</p> <p><i>Education Code 37.009(f)</i></p>
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	<p>The period of expulsion may not exceed one year unless a district determines that:</p> <ol style="list-style-type: none">1. The student is a threat to the safety of other students or to district employees; or2. Extended placement is in the best interest of the student. <p><i>Education Code 37.009(h)</i></p>
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. <i>Education Code 37.009(g)–(h)</i>
To Parent or Guardian	
To Court	<p>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.</p> <p>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:</p> <ol style="list-style-type: none">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

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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)*

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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**

Students Not
Eligible for Existing
JJAEP

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]

*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,

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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

STUDENT DISCIPLINE
EXPULSION

FOD
(LEGAL)

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 2020-2021 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 2020-2021
 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	
<input checked="" type="checkbox"/>	Decrease substance use among students
<input type="checkbox"/>	Increase community and parental involvement
<input type="checkbox"/>	Raise the level of student achievement
<input type="checkbox"/>	Decrease dropout rate
<input type="checkbox"/>	Increase graduation rate
<input checked="" type="checkbox"/>	Decrease disruptive behavior
<input checked="" type="checkbox"/>	Reduce violence in schools
<input type="checkbox"/>	Increase student involvement in school
<input type="checkbox"/>	Improve attendance
<input type="checkbox"/>	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

<i>Student alcohol use</i>	
2017-2018 Incidents	3
2018-2019 Incidents	3
2019-2020 Incidents	2
2020-2021 Incidents	5

<i>Student drug use</i>	
2017-2018 Incidents	16
2018-2019 Incidents	17
2019-2020 Incidents	6
2020-2021 Incidents	12

<i>Student school violence</i>	
2017-2018 Incidents	54
2018-2019 Incidents	75
2019-2020 Incidents	27
2020-2021 Incidents	33

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
	2020-2021	2020-2021	2020-2021
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	4	--	8
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	--	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.	—	1	—
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)	--	2	-
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	-	1	-

PEIMS Type of Incident Code Disciplinary-Action-Reason Code	CAMPUSES		
	Central MS	C.O. Wilson MS	Nederland High
	2020-2021	2020-2021	2020-2021
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	17	9	6
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 collaborative project of Nederland I.S.D. and the Jefferson County Sheriff Department. 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.

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).

G.R.E.A.T. - Gang Resistance Education and Training provides students at the 7th grade level with a realistic look at gang life and the violent impact that such a choice will have on them and their families.

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 Vestibules 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.