Nederland Independent School District

Highland Park Elementary

2023-2024 Campus Improvement Plan

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS - Students, Staff, School, District, Parents and Community - Who are we and how are we engaged?

STUDENTS

Enrollment - 547 students as of***Wednesday, October 4, 2023***

270 Males - 49.36%

277 Females - 50.63%

Highland Park Elementary is a Title 1 campus in the Nederland Independent School District. Highland Park Elementary is committed to high expectations for all students and provides an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well. We make every effort to ensure that our social community is engaged in the shared belief that every student matters, every staff member matters, and every parent matters. We will continue to focus on maintaining a safe and orderly environment in our school, providing intervention and enrichment experiences for our children, and engaging them in academic learning that will prepare them to enter the best middle schools, high schools, and colleges of their choice.

ATTENDANCE for 2023-2024 from the TSDS PEIMS Superintendent's Report of student Attendance by Grade Level

Overall campus wide:

94.363%

By Grade Level:

EE - 91.176% PK - 89.435% KG - 92.918% 1st - 93.371% 2nd - 95.051% 3rd - 95.430% 4th - 95.670%

Attendance incentives are in place for our students at Highland Park EL. All students earn recognition in our B.A.R.K. Rally and have the opportunity to win a prize by having their name entered into a raffle.

Ethnicity

See Crosstab Report in addendums.

Mobility/Stability

The mobility rate for Highland Park EL is currently rated at 11.2% from the 2022 School Report Card.

Special Programs

SPED - Highland Park EL has a 13.71% (75 students enrolled) of special education population.

504--There are 37 total students, some with multiple diagnoses (19 ADHD, 16 Dyslexic, 1 Dysgraphia, 2 Reading Difficulties, 1 Medical Condition)

SPEECH-- Walk-Ins-3, PEP-6, GR KG: 9, GR 1: 7, GR 2: 14, GR 3: 4, GR 4: 2, GR 5:

4; RtI Speech: 14 students. There are 17 pending assessments.

BEST - There are currently two BEST students. One in GR 2 and one in GR 5. Both males. There is one teacher and one paraprofessional.

PEP - There are 9 students in the AM class. Three qualified as SPED. There are 8 students in the PM class. Three qualified under SPED. 5 Pending Assessments

RtI (Academic)--We have 34 students that are currently tier 2 or tier 3A for reading or math.

GR 1:

Tier 1 Monitor: 15

Tier 2: 7

Tier: 3A: 1

Tier 3B: 4

GR 2:

Tier 1 Monitor: 4

Tier 2: 10

Tier: 3A: 0

Tier 3B: 6

GR 3:

Tier 1 Monitor: 13

Tier 2: 7

Tier: 3A: 0

Tier 3B: 8

GR 4:

Tier 1 Monitor: 4

Tier 2: 11

Tier: 3A: 1

Tier 3B: 21

GR 5:

Tier 1 Monitor: 8

Tier 2: 2

Tier: 3A: 0

Tier 3B: 17

Total Tier 1 Monitor for campus: 47

Total Tier 2 for campus: 35

Total Tier 3A for campus: 4

Total Tier 3B for campus: 54

RtI (Behavioral)--Tier 1 -4 Students; (GR 2-1; GR 4 -1; GR 5 - 2)

UNIVERSAL - Star Early Literacy, Reading and Math

Intervention - Urgent Intervention

As a campus, we will continue to use data from Renaissance360 for monitoring Math and Reading. Highland Park EL GR 1-5 took the 2023 BOY Universal screener between August-September. Pre-K students will use CLI Engage Circle Progress Monitoring with WAVE 1 August -September. GR 1-5 will use mCLASS (Reading) and easyCBM (Math) and/or Pearson Math Topic Tests for progress monitoring.

The Distribution Report for Renaissance360 at the BOY 2023-2024 is as follows:

Kindergarten

Kindergarten took the Star Early Literacy Assessment that also includes numeracy. There were 82 students who tested. Of those tested, 34 students, 41%, scored at or above the scaled score of 690. Fifteen students, 20%, scored as "on watch". Twenty students, 24%, scored as "intervention". Twelve students, 15%, scored as "urgent intervention".

1st Grade- Reading

There were 88 students who took the Star Reading Assessment and 1 student who did not test. Of those tested, 32 students, 36%, scored at or above the scaled score of 751. Twenty-seven students, 31%, scored as “on watch”. Four students, 5%, scored in the “intervention” category. Twenty-five students, 28%, scored as "urgent intervention” category.

1st Grade - Math

There were 88 students that took the Star Math Assessment and 1 student who did not test. Of those tested, 66 students, 75%, scored at or above the scaled score of 755. 10 students, 11%, scored as "on watch". Ten students, 11%, scored as "intervention". Two students, 2%, scored as "urgent intervention".

2nd Grade - Reading

There were 87 students who took the Star Reading Assessment. Of those tested, 52 students, 60%, scored at or above the scaled score of 867. Twelve students, 14%, scored as "on watch". Twelve students, 14%, scored as "intervention". Eleven students, 13%, scored as "urgent intervention".

2nd Grade - Math

There were 87 students who took the Star Math Assessment. Of those tested, 59 students, 68%, scored at or above the scaled score of 851. Twelve students, 14%, scored as "on watch". Twelve students, 14%, scored as "intervention". Four students, 5%, scored as "urgent intervention".

3rd Grade - Reading

There were 85 students who took the Star Reading Assessment. Of those tested, 55 students, 65%, scored at or above the scaled score of 938. Ten students, 12%, scored as "on watch". Eleven students, 13%, scored as "intervention". Nine students, 11%, scored as "urgent intervention".

3rd Grade - Math

There were 85 students who took the Star Math Assessment. Of those tested, 58 students, 68%, scored at or above the scaled score of 904. Nine students, 11%, scored as "on watch". Eight students, 9%, scored as "intervention". Ten students, 12%, scored as "urgent intervention".

4th Grade - Reading

There were 77 students who took the Star Reading Assessment and 1 student who did not test. Of those tested, 37 students, 48%, scored at or above the scaled score of 982. Thirteen students, 17%, scored as "on watch". Thirteen students, 17%, scored as "intervention". Fourteen students, 18%, scored as "urgent intervention".

4th Grade - Math

There were 78 students who took the Star Math Assessment. Of those tested, 50 students, 64%, scored at or above the scaled score of 955. Ten students, 13%, scored as "on watch". Nine students, 12%, scored as "intervention." Nine students, 12%, scored as "urgent intervention".

5th Grade - Reading

There were 95 students who took the Star Math Assessment. Of those tested, 62 students, 65%, scored at or above benchmark Fifteen students, 16%, scored as "on watch". Thirteen students, 14%, scored as "intervention". Five students, 5%, scored as "urgent intervention".

5th Grade - Math

There were 95 students who took the Star Math Assessment. Of those tested, 78 students, 82%, scored at or above benchmark. Seven students, 7%, scored as "on watch". Eight students, 8%, scored as "intervention". Two students, 2%, scored as "urgent intervention".

AT-RISK

Highland Park currently has 211 Students (48.73%) coded as At-Risk. Texas has thirteen at-risk indicators that a student may be considered to be labeled at risk.

There are seven retained students on campus for the 2023-2024 academic school year. KG: (3); Gr 1 (3); Gr 2: (1); Gr 3 (2).

Educationally Disadvantaged

Highland Park is a Title I campus with 53.93% of its enrollment categorized as economically disadvantaged for the 2023-2024 school year.

Emergent Bilingual/Migrant

There are currently 53 active EB, 1 denial EB, and 2 Monitor-1. There are no migrant students enrolled at Highland Park EL. Emergent Bilingual students are served by a certified ESL teacher who meets with students for an appropriate amount of time. The ESL teacher coordinates instruction with use of the classroom teachers' input, lesson plans, and TELPAS data to meet student needs.

Gifted/Talented

There are 24 identified Gifted and Talented students at Highland Park for the 2023-2024 school year. There are three in first grade, four in second grade, eight in third grade, six in fourth grade, and three in fifth grade.

SCHOOL AND STAFF

Highland Park is one of four elementary campuses within the Nederland Independent School District and one of eight total campuses.

There is one principal, one assistant principal, one counselor, one nurse, one secretary and one paraprofessional in the front office.

We have three SPED Certified (*BEST, Resource, Learning Lab)*, Life Skills teacher and two certified paraprofessionals, PEP teacher and a certified paraprofessional for Pre-Kindergarten.

We have four Kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, four 4th grade teachers, and four 5th grade teachers.

We have two PE coaches, one music teacher, one dyslexia teacher, one interventionist, one learning lab teacher and one Librarian.

We have one certified teacher and one certified paraprofessional for the behavior unit.

We have one speech pathologist. There is one diagnostician and an ARD clerk that is shared between two campuses.

We have one paraprofessional in the computer lab.

We have one resource teacher and four paraprofessionals that are resource and inclusion.

We have five extra help personnel that are also for inclusion and personal care services for students.

We have one certified ESL teacher on campus.

Staff Support Structures

All teachers new to Highland Park EL are assigned mentor teachers. Administration personnel support our school by attending school functions and providing resources.

Highland Park EL has traditional self-contained classrooms in GR K-2 and team teaching for RLA/SS and Math/Science in GR 3-5. The continuum of service ranges from PEP through GR 5 with resources available for identified students. GR K-5 teachers are obtaining ESL certification to assist with our growing ESL population. Our Gifted/Talented classes are a combination of identified GT students and high achievers in GR 1-5.

Teacher Certification/Qualification Data

100% of teachers are highly qualified.

Paraprofessional and Other Staff Qualifications - from the 2021-2022 Texas Academic Performance Report TAPR

Paraprofessionals participate in NISD training and receive certification through Region 5.

STAFF INFORMATION

Professional Staff: 36.6, 83.9%

Teachers: 30, 68.8%

Professional Support: 4.6, 10.5%

Campus Administrator (School Leadership): 2.0, 4.6%

Educational Aides: 7.0, 16.1%

Teachers by Highest Degree Held:

No Degree: 0.0%

Bachelors: 90%

Masters: 10%

Doctorate: 0.3%

Teachers by Years of Experience:

Beginning Teachers: 0.0%

1-5 Years: 4.0, 13.3%

6-10 Years: 6.0, 20%

11-20 Years: 7.0, 23.3%

21-30 Years: 7.0, 23.3%

Over 30 Years Experience: 4, 12.5%

Number of Students per Teacher: 13.7

Average Years Experience of Teachers: 18.1%

Average Years Experience of Teachers within District: 13.6%

DISTRICT - From the District Comprehensive Needs Assessment

District Demographics 2023 PEIMS Reporting											
	AA	**His**	**White**	**Am Ind**	**Asian**	**Two or More**	**Native Hawaiian/Other Pacific Islander**	**Sped**	**504**	**Eco Dis***	**LEP**
District	8.31%	29.01%	52.03%	0.44%	7.09%	2.99%	0.14%	12.48%	9.8%	45.7%	11.18

District Demographics 2023 PEIMS Reporting											
High School	8.63%	27.69%	53.31%	0.76%	7.73%	1.73%	0.14%	11.95%	13.2%	41.51%	6.56%
Central M S	14.4%	31.98%	42.51%	0.54%	7.83%	2.56%	0.13%	12.28%	13.6%	50.07%	15.52
Wilson M S	4.96%	22.95%	62.90%	0.12%	4.96%	3.85%	0.25%	12.53%	12.4%	39.45%	7.2%
Highland	5.52%	31.65%	54.92%	0.24%	3.6%	4.08%	N/A	14.39%	5.1%	47.96%	9.11%
Hillcrest	14.09%	43.13%	28.35%	0.17%	10.48%	3.61%	0.17%	9.97%	3.0%	63.23%	29.73
Helena	3.66%	25.29%	60.23%	0.5%	7.99%	2.33%	N/A	14.98%	4.7%	34.78%	9.98%
Langham	4.11%	22.95%	61.84%	0.24%	5.07%	5.56%	0.24%	12.56%	9.1%	53.62%	5.07%

Nederland ISD superintendent, Stuart Kieschnick, and Assistant Superintendent, Dr. Steven Beagle and Bill Jardell, are lead administration for 2023-2024 school year.

Staff Compensation and Salary - Summary of the 2023-2024 Compensation Plan

The recommended teacher salary schedule for the 2023-2024 school year is based on a salary schedule step increase with an additional $900 per step. Under this schedule, a beginning teacher's salary will be $51,900 (up from $51,000 in 2022-2023). This salary is $18,240 above the state minimum salary. The average teacher pay increase is approximately 2.86%.

Teacher salary increases will vary depending on the level of experience and an advanced degree, ranging from $600 to a maximum of $5,000 for employees who move to step 34 for the first time. A teacher will not receive less than $600 over the 2023-2024 salary.

All Administrative/Professional, CP Instructional Support, CP Administrative Support, and Auxiliary employees will receive a general pay increase of 3.0% from the midpoint of the individual pay grade.

The District's contribution to employee health care will cover the cost of the insurance for our employees participating in Active Care Primary Insurance at $420 per month.

In brief, the District's general fund revenues will be $48,773,800 which includes dollars from tax collections and state aid. Our expenditures will total $50,973,800 which includes the employee pay increase. This totals a $2.2 million deficit for the 2023-2024 school year. It is common for budgets to fluctuate from balanced to deficits based on a number of things including tax collections, market conditions, etc.

In addition, the Nederland ISD property tax rate will be reduced for the 2023-2024 school year, decreasing the maintenance and operations property from the rate of $.8720/$100 value to $.6982/$100 value.

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. 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.

FUNDING

Highland Park is a Title I campus with 265 students eligible for Free, 30 eligible for Reduced Lunch, or 53.93% of its enrollment categorized as economically disadvantaged for this 2023-2024 school year.

Title 1 Salaries for Highland Park EL are $135,645.36 and $5,000 for supplies.

The Title I funds 100% of a GR 2 salary, Melanie Ford and a GR 5 salary, Leslie Broussard.

ESL/BIL Tutoring $4,000

CompED Tutoring $7,000

GT Supplies $500

Dyslexia Supplies $200

CompED Supplies $500

Early Education Supplies (Really Great Reading & Waterford Grades PK-3 ONLY) $16,500

Title 1 Supplies $5,000

Our Title funds will be used to purchase literacy and mathematics programs for intervention and supplemental instruction, i.e. Countdown to Reading STAAR prep, Reading Fast Focus, Starfall, Guided Math program, Ready Reading and Math (Curriculum Associates).

PARENTS

PTA is a huge part of Highland Park EL's successful reputation and students' overall engagement. Parents are encouraged to join PTA to support classroom teachers and students. PTA Members assist with school needs such as but not limited to: Grade 5 End of Year Party, Book Fair, Teacher Appreciation Week, Fundraisers, Whimsical Coloring, PTA Reflections, Drug Free Poster, Drug Free Red Ribbon Parade, Heritage Festival, The Carpenter's Award, The Capturing Kids Heart Award, and B.A.R.K Award. Highland Park EL will continue to monitor and follow all state and local recommendations before hosting any activities.

COMMUNITY

Highland Park EL receives numerous donations from community businesses and members that help to fund activities and to provide students and staff with an engaging environment. Highland Park encourages involvement of community members, including but not limited to: Garrett Dental- J. Garrett, DDS., BASF TOTAL Petrochemicals, Tradition Portraits-Jill Garrett, CASA Toy Drive, Rotary Club (Nederland), First Baptist Church (Nederland), American Cancer Society, Food Drive for Community Food Bank, Sonic, Rao's Bakery, Whataburger, Chick-Fil-A, Matuska Law Firm, Kreative Kamera, Jessica Darder, Former Highland Park Graduating Seniors "Final Walk", Five Point Credit Union, Talon Insurance Agency, Jimmy Harrison, Mid-County Urgent Care-Yancy Foster, The Boutique Med Spa and Health, NHS Peer Tutors, Jim's Pizza, Pizza Inn, Domino's, Nederland Education Foundation, Lamar University, Butcher's Corner-Scott Nutt, Kona Ice-Shelia McGarity, H.E.B., B.C. Ice Cream Truck-Keith Doucet, Bridge Point Fellowship-Pastor Lance Faulkner, Larry's and Rita's, Sombreros, Stewart Title- Jeanne Rodgers, ICM-Justin Aycock, Echo Construction-Mike Roebuck, Home Furniture, Howell Furniture, St. Charles Church, American Legion Butler Redd Post 493, Doodles-Cheryl Evans, Cruz Events-Daniel Cruz, AWC-Nathan Mistric, Harris Florist, Golden Cup, Neches Federal Credit Union- Melissa Mitzer, Port Neches Family Medicine- Kaci Cinnamom Burton, You Play, I Pray-Kylie Sanches, Carpenter's Way-Micah Howell, Hillcrest Baptist Church-Seth Franke, Scholastic Pajama Drive, Sleep in Heavenly Peace Beaumont, TX, Shields of Strength-Kenny Vaughan, and Freelance Designer-Scott Hasty.

PEIMS Disaggregation

TSDA Student Data Review

Demographics Strengths

1. Highland Park EL has many supportive parents and community members.

2. Highland Park EL employs high-quality, talented staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Highland Park's data is indicating a need for trained and certified staff to meet the needs for academic, special education and behavioral issues. **Root Cause:** The root cause is due to the increasing number of students identified through the RTI process and identified through special education, specifically our behavioral and autistic students.

Student Learning

Student Learning Summary

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing?

All student achievement data has been entered into Eduphoria for ease of retrieval. As needed, it is desegregated and utilized in planning for the individual educational needs of our students.

GRADING POLICY

Nederland ISD's Grading Policy was adopted in 2018 and updated June 2023. It can be located in the addendums as well as online on the district's webpage.

Just a reminder that these were the changes for Elementary:

- **Pg. 8** SLAR grades (K-2)
  - (3-5) 60% informal assessments / 40% formal assessment (math, sci, ss)
- **Pg. 9**
  - no music grades for (2-5)
- **Pg. 11**
  - **Grades K-12:** Students are required to complete work that is missed due to absences. Students will be allowed a **minimum** of one day for each day absent to make up work.
    - A teacher may use discretion in extenuating circumstances for absences and make-up work.
    - Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.
  - **Extra Credit** - All grades: Extra credit may be assigned at the individual teacher's discretion and must be academic. If extra credit is offered, it must be offered to all students and only for enrichment. It is not a substitute for required work. Extra credit shall only count for a **maximum** of 5% of the overall six weeks average.
  - **Bonus point questions** on a test will be included on a test only if they are challenging, subject area relevant, and within the ability of a significant number of students.
- **Pg. 12**
  - **Late Assignments** may result in the maximum allowed credit listed below:
    - (Not applicable for PreK-1st Grade)
    - Grades (2-5)
      - Day 1= - 10 points
      - Day 2= - 20 points
      - Day 3= - 30 points
  - **Heading (Grades 2-5):**
  - A maximum of 5 points may be deducted for not having the proper heading has been **REMOVED**.

Highland Park EL will follow the district's grading policies for students. Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well established grading standards, procedures, and policies. Evaluation should be planned to include a proper balance of formal and informal measures.

Grading for all courses will follow the Nederland ISD Grading Policy. The district combined ELA and Reading courses in elementary to a single grade for students.

NISD Grading Guidelines and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.

2. Communicate with the teacher when the student does not understand the material or is in need of help.

3. Evaluate his or her own work.

4. Maintain academic honesty.

Parent

1. Set and reinforce clear expectations for academic success.

2. Create an effective study environment in the home.

3. Provide school supplies and materials.

4. Monitor the student's homework and progress.

5. Help with, but do not do, homework and projects.

6. Communicate with teachers when concerns arrive.

Teacher

1. Plan and provide daily instruction.

2. Monitor students' mastery of the curriculum.

3. Communicate progress through on-line gradebook, progress reports, report cards, and other communication as appropriate.

4. Provide additional instructional support for students who are failing or in danger of failing.

5. Provide tutoring for students who are failing or in danger of failing.

6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Evaluation should be planned to include a proper balance of formal and informal measures.

Formal assessments will consist of major tests, essays, research projects or other works of applied knowledge, teacher observation of psychomotor or affective domain in curriculum areas, labs, quizzes and portfolios, and projects.

Informal assessments will be derived from daily work, homework, class discussions, and observations, group work, labs, individual oral assessments, quizzes, anecdotal records, portfolios, and projects.

Student six weeks averages will be determined as follows:

- Elementary (K): All grades will carry the same weight.
- Elementary (1-2): All grades will carry the same weight; ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling with Formal and Informal Assessments in both.
- Elementary (3-5): 60% Informal Assessments (Math, Science, Social Studies); 40% Formal Assessments (Math, Science, Social Studies); ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling with Formal and Informal Assessments in both.

District Program Requirements for Writing Across the Core Subjects

GRADES K-5

Maintenance of individual student folders containing samples of student writing products is required of each teacher.

Short Constructed Responses-RLA, Science and Social Studies

- In Kindergarten, one short constructed response modeled by the teacher per pupil per six weeks will be required beginning in the 4th six weeks.
- In the First Grade, at least one short constructed response per pupil per six weeks.
- In Second Grade, through Fifth Grades, at least 2 short constructed responses per pupil per six weeks.

*If the teacher is teaching self-contained or two different core subjects, then at least one of the three short constructed responses needs to be from the non-RLA subject.

Extended Constructed Responses

- In Second through Fifth Grades, at least one extended constructed response per pupil per six weeks in the Fall semester and at least two extended constructed responses per pupil per six weeks in the Spring semester.

SUMMATIVE ASSESSMENTS

District Checkpoints and Assessments

Student performance on local District Checkpoint Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: Reinassance360, STAAR (GR 3-5), ITBS (K-2), CoGAT (GR K-3), Lexia, Topic Tests, Unit Assessments, and District Assessment Checkpoints/Benchmarks GR 2-5 (M) (RLA) (S). Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, AIT, Inclusion, peer tutors, extra-help personnel, and computer programs.

Graded assessments consist of assessments provided through the state adopted curriculum. Assessments will be given in Math GR K-4 (Pearson Topic Tests), GR 5 (Go Math Unit Assessments) , RLA GR 2-5 (TEKS Resource System, HMH, NISD Literacy Module and Supplemental Resources), and RLA GR K-1 (HMH with NISD Literacy Module, Unit Assessments), and Science GR 5 STEMscopes Eduphoria is used to breakdown data for ALL assessments for GR K-5 in both areas of Math and RLA and GR 5 Science.

Highland Park conducts two practice STAAR Released Tests to measure all students' progress and to make a game plan for "Blitz" three weeks prior to the actual testing day in RLA, Math, and Science. Blitz gives GR 3 - 5 the opportunity to focus on TEKS Clusters our students performed the lowest on for the practice STAAR Released Test(s).

TEKS objectives are posted for all grade levels for RLA, Math, Science, and Social Studies in each classroom. Highland Park has implemented STEMS to enhance awareness of academic vocabulary for STAAR Test(s) and built in time within our Master Schedule for Academic Vocabulary Development. Students monitor and track their own progress throughout the year, making expectations more individualized.

STAAR - If students did not meet state requirements for one or more learning areas, they are required to attend either 15 hours or 30 hours of accelerated learning per subject area depending on whether they scored Did Not Meet High or Did Not Meet Low.

Texas Education Agency Accountability System

TEA 2023 Accountability Overall Summary Highland Park

OVERALL	Component Score
Student Achievement	64
College, Career Readiness	
Graduation Rate	
School Progress	
Academic Growth	74
Relative Performance (Eco Dis 48.3%)	
Closing the Gaps	78

Highland Park EL has the following Distinction Designations: ELA, Mathematics, Comparative Academic Growth, Post-secondary Readiness and Comparative Closing the Gaps.

June 2023 - 3rd Grade Reading STAAR

77 Students, with an average scaled score of 1489. 13% Did Not Meet; 87% Approaches; 64% Meets; and 25% Masters.

June 2023 - 3rd Grade Math STAAR

78 students, with an average scaled score of 1471. 17% Did Not Meet; 83% Approaches; 49% Meets; and 17% Masters.

June 2023 - 4th Grade Reading STAAR

89 students, with an average scaled score of 1626. 4% Did Not Meet; 96% Approaches; 78% Meets; and 37% Masters.

June 2023 - 4th Grade Math STAAR

89 students, with an average scaled score of 1668. 6% Did Not Meet; 94% Approaches; 79% Meets; and 40% Masters.

In 2015, 2016, 2017, 2018, 2019, and 2020 Highland Park EL was a Texas Honor Roll Recipient.

ACCELERATED LEARNING

Students who did not meet the STAAR goals for GR 3-4 Math and GR 3-4 Reading from last school year will participate in additional instructional hours of small group tutoring sessions to meet the requirement of House Bill 4545/1416.

DIAGNOSTIC

Diagnostic assessments will be monitored and used for data collection to make decisions on students' learning and needs. Diagnostic assessment tools can include easyCBM, universal screener from Star Early Literacy and Numeracy and Renaissance360, Dyslexia Screener and Reading Readiness Assessment. Kindergarten through fifth grade will use mCLASS, easyCBM, and Math Topic Tests and Unit Assessments for progress monitoring.

RtI

We are continuing to provide intervention for our current RTI students. We have one interventionist.

We are continuing to implement a stronger RtI program to track and desegregate data to help drive our instruction. Regularly scheduled RtI meetings help to monitor student progress and address additional needs. Teachers identify students by Reinassance360 and refer those in need of intervention by using multiple forms of data and observation data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population. **Root Cause:** We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.

Problem Statement 2: Students are more frequently considered to be managed in their learning environment in the administration walk throughs as compared to highly engaged.
Root Cause: Teachers need more development in how to get students highly engaged within the curriculum.

School Processes & Programs

School Processes & Programs Summary

SCHOOL PROCESSES AND PROGRAMS - Instructional, Curricular, Personnel, Organization and Administrative - What are our programs and processes?

INSTRUCTIONAL

Technology Programs

All teachers have a Boxlight, document cameras, iPad, desktop computer and a laptop to enhance student learning. All Grade Level Chairs have access to Apple TV. Highland Park EL has two computer labs with network access and 1 cart with 25 iPads. We have two computers with two 3D printers on the campus.

Numerous programs are utilized for instruction and intervention: Lexia (125 licenses assigned to all SPED, 504, RtI, ESL and any student(s) showing low performance on our Renaissance360 Universal Screener BOY), Progress Learning, Lead4Ward, HMH, Learning.com, Renaissance-STAR Reading and Math, Texas Studies Weekly, easyCBM, My Virtual Reading Coach (8 Students), Waterford, Summit K-12 (ESL), and Renaissance 360. Utilization of internet links to educational sites, such as, but not limited to, Starfall, Generation Genius, Flocabulary, STEMScopes, BrainPop, Nearpod, SeeSaw, and ABCYa.

Students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Implementation of #greatesttechs to promote responsibility of digital citizenship. Implementation of Design Qualities and S (Substitution) A (Augmentation) M (Modification) R (Redefinition) Model from Schlechty Center to support 1:1 technology integration.

Highland Park EL faculty and staff are open to and interested in learning new technology through professional development as it becomes available. Ex. Texas Computer Education Association Conference, Elementary Technology Conference, and Learning Transformed 8 Keys to Designing Tomorrow's Schools.

Progress Learning is available to prepare our students for their STAAR Assessments with practice tests, featuring new STAAR online item types. This is an excellent opportunity to give our students a closer look at what to expect on their statewide STAAR assessments and for us to gather insightful data to help them succeed.

Learning.com program implemented at least once a week for grade levels 2nd-4th. This will be key for success with new STAAR online test items.

Carlin Liborio Online Workshop-November 2023

Carlin Liborio Training Schedule

Carlin Liborio Training Handout

Kelli Resch, Jordan McFarland, Jennifer Fahrion, Melanie Ford, Kara Smith, Darla Sanderson, Amy Champagne, Leslie Broussard, and Rachel Bailey will attend the online training and receive lifetime access to the Online Module Trainings. The training includes ECR Basics, Best Practices, RACE Strategy, High Scoring Essays, Revising and Editing, and much more.

NEW Science Review and Adoption Committee 2023-2024

GR K-2: Logan Earp

GR 3-5: Sydney Morris

RTT Mobile Interpretation Program

Language interpreter system to aid in communication. Real-time interpreters for up to 180 languages and dialects. Allows all meetings to run seamlessly without a language barrier. Works on any IOS or android device.

Instructional Design/Delivery and High Yield Strategies

Highland Park EL has implemented The Really Great Reading Phonics Program since 2021-2022 school year.

We are utilizing a team teaching approach in Grades 3-5 for RLA/Social Studies and Math/Science. This allows master teachers the opportunity to specialize in their subject area. Highland Park EL's goal is student-centered learning with differentiated instruction that can meet the needs of all learners.

Collaborative Horizontal and Vertical Team Alignment

The Campus Leadership Team feels strongly that vertical alignment is needed on campus and horizontal alignment is needed for the district. Planning days with other elementary schools have been implemented to share curriculum ideas and strategies to increase student achievement.

Bulldog Social Skills Training (BEST) Behavior Unit

The behavioral and academic support environment is designed for students who require a highly structured program that focuses on academic skills, self-management skills and social/emotional skills. A variety of environmental, behavior and therapeutic techniques are utilized to equip students in the program to successfully function in the least restrictive environment. It is the responsibility of the Individualized Education Program (IEP) Committee to determine each student's placement and programming needs. At this time there are two students in the BEST program.

Pre-K

The PEP program currently has a total of 18 students (11 PK 7 EE).

As of the first two weeks of October when the NISD Pre-K At Risk Assessment was conducted the PEP program had 10 PK students enrolled. Of the 10 students, 1 met the criteria of an At Risk Student. This student is in process of being evaluated for a learning disability at the request of the parent.

Life Skills

During the 2023-2024 school year, a Life Skills program will be implemented on our campus for students with significant cognitive disabilities who require direct, intensive, individualized instruction to acquire, maintain, and generalize functional communication skills.

PUSH-IN AND PULL-OUT PROGRAMS

RtI

The RtI process is used to determine and provide appropriate interventions for students as well as monitor progress. The Home Language Survey and incoming student records are closely monitored when enrolling students to verify if they are currently LEP or should be tested for language proficiency. This data will determine the students' possible qualification for recommendation of services by the Language Proficiency Assessment Committee.

RtI Individualized/Differentiated Strategies and Processes

Identification of individualized strategies has increased through the RTI process. Data collection/disaggregation is used to identify learning strategies and provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies. Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered to ensure all students are highly engaged. Students are progressed monitored through the Renaissance Program online and also by the EasyCBM.

Learning Lab

The Learning Lab, consisting of a special education teacher, special education para-professional and extra-help, helps to implement a push-in program to assist all students in GR K-5 in the areas of Math and RLA. We are utilizing additional paraprofessionals and extra-help personnel to provide push-in as well as pull-out assistance for GR K-5 during AIT. This will help to provide additional time for interventions throughout the school day in core areas such as Math and ELAR.

Accelerated Learning

According to HB 4545, any student who does not meet the state standard on the STAAR assessment taken the previous academic school year, will attend 15 or 30 hours per subject area of accelerated learning in a small group setting dependent upon the student scoring Did Not Meet High or Did Not Meet Low. The district will train specific faculty to administer this intense tutoring and will maintain attendance logs. Parent meetings will be held to notify them of the amount of instruction, and they have a right to waive the small group of three.

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During these times, students can engage in assigned group activities, project learning activities, small group instruction and digital platforms.

Dyslexia

Highland Park EL has one dyslexia teacher who screens students and provides intervention in a pull out program.

Speech

Highland Park EL has one speech pathologist, Keely Vega.

CURRICULAR

Standards-Based Curriculum

Nederland Independent School District has implemented TEKS Resource Management System (TRS) for its curriculum provider. The TEKS Resource Management System (TRS) provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD) which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information. An additional feature in the (TRS) is the area where students routinely have misconceptions of the content, thus allowing teachers to target those areas.

Academic Vocabulary is part of daily instruction for all grade levels. Grade levels utilize this time to implement Michael Eaton Math cards, academic verbs, and vocabulary from Lead4ward. Teachers are making a conscientious effort to use the academic language that is found within the test and TEKS by utilizing Quizlet. This will ensure exposure and consistency among grade levels with the end result increasing student performance. Lead4ward instructional strategies are used to promote student-centered learning.

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours.

RELATED SERVICES

These services (Occupational Therapy, Physical Therapy, Counseling, Speech Therapy, etc.) are scheduled by the provider and are scheduled to limit loss of instructional minutes.

SCHOOL ATTENDANCE

Students who participate in on-campus learning are expected to follow all state and local guidelines on attendance.

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals. Administration utilizes Quality Alignment Data Walks to ensure teachers are on track and our students are actively engaged.

Professional Development

Teachers are continually participating in professional development activities to stay abreast of current standards and practices. Highland Park Elementary teachers will work to expand engaging experiences that promote higher order thinking skills. Book studies included: *The Carpente*r by Jon Gordon, *The Right Fight* by Kenny Vaughan, *You Win in the Locker Room First: The 7 C's to Build a Winning Team in Business, Sports, and Life*, *Win or Learn: The Naked Truth about Turning Every Rejection into Your Ultimate Success*, *The Six-Word Secret to Success*, *Lessons on Success: 17 Principles of Personal Achievement Through Action and Attitude*.

Highland Park EL will participate in Staff Development designed to focus on the following campus needs: Really Great Reading Phonics Program, Through the Eye of a Special Education Attorney: The Most Common (and Preventable) Mistakes Made at the Campus Level, Project Based Learning, Inclusion, Response to Intervention (Academic/Behavior) with Dr. Ogonosky, Lead4Ward-Rigor-Engagement, Balanced Literacy, Leading Learning-Planning Instruction-Intervention and Process, LeadExcel by John Wink, Action Coaching, CHAMPS, RTI Academic / Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Gretchen Bernabei Reading/Writing Suite, Get Your Teach On Conference, Motivating Generation Z: Understanding, Helping this Anxious Generation Workshop, Carlin Liborio (Writing), Lesson Plans that Work! Differentiation for Students with Disabilities, Boxcars and One Eyed Jacks (Math), Trauma Informed School

Counseling (Virtual, Counselor, Librarian), and Social Media-Mental Health Presentation (Shan Guillory, ESC Resource Coordinator, Spindletop Center), etc.

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Highland Park EL has one certified instructor who is also the Assistant Principal. The campus has a core team of 13 teachers and staff that receive recertification annually to assist the campus if a behavior need arises.

ORGANIZATIONAL

Parent-Teacher Conferences

Specific days are set aside to be early release to allow teachers and staff the opportunity to provide parents a one-to-one time to conference for academic and behavior needs. All teachers are expected to make contact with a parent or guardian and communicate either in person or by phone.

Accelerated Intervention Time (AIT)

All grade levels have a built in one-hour time allotted to receive services through response to intervention, tutoring, etc. to enhance students on-campus learning.

Committees

Campus Communication Committee, Grade Level Meetings, Campus Leadership Team, CPOC, Faculty Meetings, Email(s) from Principal, ClassTag, GroupMe, and Social Media (Facebook/Twitter), are all utilized to communicate within Highland Park EL faculty and staff. We will work to create more vertical communication in regards to students and curriculum to ensure student success. Highland Park EL expectations include a safe environment for faculty and students and increased student growth in academics.

Master Schedule

Master schedule was created by starting with special programs and building outwards (ESL, Speech, RtI, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time. Each grade level has an AIT (Accelerated Instructional Time) block to ensure instructional minutes are targeted to our learners needs. The master schedule was adjusted to allow for more instructional minutes during core instruction. **GR K** 135 min. RLA , 90 Min. Math, 48 Min. SCI/SS, **GR 1** 135 Min. RLA, 90 Min. Math 48 Min. SCI/SS, **GR 2** 130 Min. RLA , 95 Min., Math 48 Min SCI/SS, **GR 3** 100 Min. RLA, 70 Min Math, 30 Min. SS, 60 Min. Science, **GR 4** 100 Min. RLA, 70 Min. Math, 30 Min. Social Studies, 60 Min. Science, **GR 5** 106 Min. RLA, 77 Math Min., 30 Min. Social Studies, 60 Min. Science.

ADMINISTRATIVE

Decision-Making Process

All grade level teachers and additional faculty are making 100% of decisions with principal approval. Highland Park EL is working toward a more Guided Math and Balanced Literacy-Guided Reading instruction across all grade levels. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all learners.

Nederland ISD holds monthly administrative meetings following our district board meetings.

Quality Data Walks

All administrative staff participate in classroom walk-throughs on each campus once a month. This provides an opportunity for all staff to observe and collect data that is more unified across the district. It provides administrative staff with the opportunity to respond to what they observed, provide specific feedback and to collect ideas for their own campus.

PARENT, FAMILY ENGAGEMENT

See Addendum for PARENT INVOLVEMENT POLICY AND COMPACT

Parents are encouraged to attend and participate in activities: Parent-Teacher Conferences, Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Cheer Team, Yell Leaders, Kickball, Track Meet and "Send Off" Parade, Field Day, Thanksgiving Meal, Holiday Baskets, Grade Level Programs, Class Projects, Book Character Day, Core-Essentials Character Education Program Breakfast with Special Guest(s), Grandparents' Day, Veterans Day (Music Program), Macy's Make a Wish Foundation, Beaumont Fire Museum, Beaumont Art Museum, Beaumont Children's Museum, Police Officer with Service Dog, Nederland Fire Department, Rotary Club Dinner, Nederland High School English Department Reading of Christmas Stories, Highland Park Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Christmas on the Avenue Writing and Drawing Contest, Friday Lunch Guest(s), Dr. Garrett Dental Program, Field Trips (Indorama, NASA, Old McDonald's Farm, Houston Zoo, Berryland Farms), STAAR Pep Rally, Librarian, Coach, and Principal for the Day- AR Incentive, Grade 3 Castle and Shield Building, Grade 4 Gingerbread Houses.

Due to the changes in the community's demographics and the local economy and family dynamics, we are continually striving to increase parental involvement on campus. Highland Park EL has a multicultural student population. Home Language Surveys verify students' languages spoken in these homes.

Highland Park EL expects parents to be team players in their child's education, working with teachers to increase student growth in all areas. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities throughout the school year. An on-site teacher, paraprofessional, and counselor are available to translate verbal communications when necessary. Several computer programs are also available for translation of written communications.

These partnerships are recruited by the principal, teachers, and parents of Highland Park EL. There is also an established CPOC composed of parents and community members to support Highland Park's goals. Parents and community members can be heard through the following practices: Open-Door Policy of the Principal, No Bullying TIP OFF, Highland Park PTA, and Teacher Conferences: Three Days in November after first distribution of Report Cards.

DONATION(S)

Nederland Education Foundation 2022-2023:

GR 4 – Dana Franke & Cindy McKey – STEM Science & Math Kits

Library – Connie Grogan – Storyworks in the Library

TCEA Conference, Austin, TX ***February 3- February 7, 2023***

Attendees: Trisha Bennett, Darla Sanderson, and Skylyn Mathews

School Processes & Programs Strengths

1. Highland Park EL has 100% highly qualified, general education staff including paraprofessionals.
2. All faculty and staff have participated in numerous professional development activities through the course of the school year.
3. Grade level planning strengthens instruction through alignment of the curriculum, lesson planning, and pacing.

Curriculum, Instruction, and Assessment Strengths

1. Data Driven Meetings
2. Implementation of RtI process
3. Implementation of SLO
4. Increase staff development regarding the writing process including revising and editing.
5. Increase teachers' implementation and administrators' monitoring of our ELL to ensure student gains one year of growth.
6. Provide teachers with TEKS-based materials to ensure high rigor, relevance, and engagement.
7. Increase staff development regarding Guided Math and Balanced Literacy-Guided Reading.
8. Address concerns identified in Special Education, RtI, Gifted and Talented and ESL program evaluations.

School Context and Organization Strengths

1. Teachers are aware of the need for best instructional practices to be in place and utilized for student success.
2. RtI is being implemented successfully with students being referred to the appropriate interventionist.
3. A master schedule and calendar maximize the amount of time spent on instruction.

Technology Strengths

1. All classrooms are equipped with a variety of current technology resources.
2. Two full computer labs are available for student use with additional computers available in the library.
3. Teacher interest and desire to promote technology.
4. Teachers want a 21st century classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase rigor in the classroom by facilitating instructional strategies that promote the use of higher order thinking skills. **Root Cause:** Highland Park EL needs to work to continuously provide staff development for all teachers that promotes rigor, relevance, and engagement to ensure student growth for all student groups.

Problem Statement 2: Our campus has extensive behavior needs for both general and special education which requires more knowledge and assistance in establishing an RTI Behavior intervention program. **Root Cause:** We need professional development training, documentation training and strategies in behavior for all staff working with behavior needs.

Problem Statement 3: Substitutes are not easy to obtain and they come improperly trained with little knowledge of policies and procedures and expectations. **Root Cause:** The pool availability for adequate substitutes is scarce. Good substitutes are picked up for extra help positions.

Problem Statement 4: Many students are reading below grade level . **Root Cause:** Lack of phonemic awareness creates weaknesses in decoding and fluency in Reading.

Perceptions

Perceptions Summary

PERCEPTIONS - Culture, Climate, Values and Beliefs - How do we do business?

CULTURE

Culture isn't dictated by one person, it's created by a community. Supporting and challenging individuals in a nurturing environment not only drives growth, but ensures that community members are engaged.

A school's culture encompasses the perspectives and backgrounds of its members as well as the school environment itself. School leaders who seek out every opportunity to stretch the skills, goals, and strengths of their community – students, teachers and parents alike – display a commitment to a healthy, nurturing environment.

The campus principal provides words of motivation, inspiration and encouragement every morning in her Group Me messages to all staff.

Highland Park EL has taken up collections of food for Thanksgiving for families in need and has an adopt a gift program for children for Christmas.

Highland Park EL celebrates the individual successes of teachers and students with individual recognition and high expectations.

CLIMATE

Student Safety

Highland Park EL provides an environment in which students feel safe, supported, challenged and accepted. In addition, our strong school climate fosters the emotional, social and academic well-being of all students.

Capturing Kids Hearts

Highland Park EL was selected as a Capturing Kids' Hearts National Showcase Campus for the 2022-2023 school year.

Nederland ISD has adopted Capturing Kids' Hearts as emotional/social and behavior training, techniques and lesson plans that all staff can incorporate with others.

Capturing Kids' Hearts is a character education program that emphasizes a monthly value with a common strategy, using a common language and supports a common vision. Its social-emotional focus is for everyone, every day, everywhere.

Through experiential training, expert coaching, an SEL curriculum for students, and personalized support, Capturing Kids' Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness. With the use of video lessons, printable resources, media resources, daily announcements and family newsletters, students are taught to become exemplary citizens in order to have a better future.

The 2023-24 Capturing Kids' Hearts monthly focus traits are: Empathy, Self-Direct, Teamwork, Responsibility, Respect, Kindness, Courage, Perseverance and Integrity.

One student is selected per class after each grading period that exemplify the trait. Students are honored at our B.A.R.K. Rally.

Growth Points:

1. Dig into Social Contract-especially the why part and how to make it about "becoming".

2. Encourage teachers to empower students to help with greeting and good things.

3. Focus on affirmation for staff and students during these long hard days ahead. SEE Affirmation "Game".

4. For next year's planning, give the survey results to the Process Champions team and have them look for the gaps that exist between what the teachers are doing and how the kids perceive it. Then brainstorm how to close the gaps.

5. Distribute copies of the EXCEL page in the CKH manual to help remind teachers of actions for each step.

B.A.R.K. Rally

B.A.R.K. stands for Be a Remarkable Kid. Each six weeks we celebrate our students by recognizing Capturing Kids' Hearts Award recipients, Carpenter Award recipients, Perfect Attendance, and Accelerated Readers at our B.A.R.K. Pep Rally. Teachers are also recognized for Perfect Attendance. We focus on the Capturing Kids' Hearts character trait for that six weeks, invite special guests, and provide an opportunity for involvement for our Cheer Team and Yell Leaders. Prizes and incentives are given out to promote positive behaviors and attendance.

Campus Discipline

Highland Park had 11 total recorded behavior incidents.

PASS

PASS: Positive Approach to Student Success, Universal Screener: ***September 25-October 13 and April 15-May 10*****.** Proactively Identify and Address Emotional and Social Emotional Barriers to Learning

PASS is a process for managing the behavior of students identified as behaviorally at-risk or emotionally/behaviorally disturbed. PASS incorporates a non levels-based, individualized approach that provides explicit teaching of behavioral expectations in mainstream settings.

Data serves as an early warning indicator, allowing schools to proactively address barriers to learning. The PASS survey takes 15-20 minutes to administer and provides immediate insights at three reporting levels (whole- school, and individual student), enabling schools to consider both large-scale and personalized interventions. PASS plays a unique role in helping uncover social and emotional barriers that, if left unaddressed, can undermine student well-being and academic success.

VALUES AND BELIEFS

School Theme

The 2023-24 academic school year theme is centered on construction.

School Motto

Love Serve Care

School Mission

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.

School 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.

School Values

Where Children Love to Learn and Learn to Love

Perceptions Strengths

1. Parent surveys indicate that patrons feel positive about the learning environment and safety level at Highland Park.
2. Parents, PTA, and community members are supportive of Highland Park students and projects.
3. Highland has a full-time counselor to support our students.
4. It is important for our campus to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.
5. Implementation of Capturing Kids' Hearts Character Education.
6. Resource Officer added to Highland Park EL.

7. Implementation of PBIS at Level 1 (RtI Behavior).
8. Increase in the attendance rate.
9. Ensures proper safety drills and implementation of all Emergency Operation Plans (EOP).

Parent and Community Engagement Strengths

1. Strong support from PTA involvement.
2. Multiple opportunities are available for parent support and involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The culture of Highland Park continues to evolve with the changes in the demographic and socio-economic status of all our student groups. **Root Cause:** We are deficit in the implementation of district wide progress monitoring, thereby working to recognize trend analysis that will assist in closing student performance gaps.

Priority Problem Statements

Problem Statement 1: We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population.

Root Cause 1: We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Nederland ISD will seek continuous student performance by focusing on Early Childhood Reading. 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, 2024, based on the 2023 Accountability Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2024 Reading Language Arts Assessment will be at a 59% meeting grade level or higher in all student population groups.
2023 Accountability Overall Summary
Student Achievement, STAAR Performance >64
School Progress, Academic Growth >74
Closing the Gaps>78

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading Language Arts. GR 3 Reading Language Arts Lowest TEKS: 3.6.G Comprehension skills: evaluate details read to determine key ideas 3.6.E Comprehension skills: make connections to personal experiences, ideas in other texts, and society 3.12.C Composition: compose argumentative texts, including opinion essays, using genre characteristics and craft 3.11 Bii Composition: developing an engaging idea with relevant details GR 4 Reading Language Arts Lowest TEKS: 4.7C Response skills: use text evidence to support an appropriate response 4.6E Comprehension skills: make connections to personal experiences, ideas in other texts, and society 4.9 Diii Multiple genres: organizational patterns such as compare and contrast 4.12B Composition: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft GR 5 Reading Language Arts Corresponding TEKS: 5.7C Response skills: use text evidence to support an appropriate response 5.6E Comprehension skills: make connections to personal experiences, ideas in other texts, and society 5.9D Multiple genres: recognize characteristics and structures of informational text 5.12B Composition: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft **Strategy's Expected Result/Impact:** -Quality Alignment Data Walks -T-TESS -Professional Development Plan -Lesson Plans -Reading HMH Modules -District Checkpoint Assessments -Vertical Planning ALL Grade Levels **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers **Title I:** 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -TEA BOY Diagnostic Test(s) -Eduphoria (AWARE) a. Quintiles b. Learning Report Card c. Student Learning Reports d. GR 3-4 Reading HMH Modules e. District Assessment Checkpoints f. STAAR Mock Reading Assessment -STAR Renaissance Early Literacy -STAR Renaissance Reading -Dyslexia Screener **Staff Responsible for Monitoring:** -Principal -Leadership Team -Teachers **Title I:** 2.4, 2.6			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Incorporate technology enriched curriculum with individualized Reading programs that are aligned with STAAR , such as STAR Renaissance Reading, Lexia (+125 Additional Campus Licenses), Learning Progress, Generation Genius-Science/Math (GR 4-5), My Virtual Reading Coach, BrainPop (GR K-5), Flocabulary (GR K-5), Starfall (GR K-3), Really Great Reading, SeeSaw (PK-GR 5), FrogStreet (PK), Science Stemscopes (GR K-5), Summit K-12 (ESL), Nearpod (GR K-5), Social Studies Weekly (GR K-4), HMH iREAD, and Waterford (PK-GR K). **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	Formative		
Strategy's Expected Result/Impact: -Increase in student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Teachers	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase effectiveness of AIT campus Master Schedule by ensuring instructional minutes are planned appropriately utilizing Nederland Independent School District Year at a Glance Reading Pacing Guide and TEKS Resource System .	Formative		
Strategy's Expected Result/Impact: -Student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members -Extra Help Personnel -Retired Teachers **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.	Formative		
Strategy's Expected Result/Impact: -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Nov	Feb	June

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 **Title I:** 2.4, 2.6	Formative		
	Nov	Feb	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 Language Arts. **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Oversee Dyslexia Teacher, monitor testing timelines, assess students during the identification process, and ensure our teachers are trained in current dyslexia practices and procedures. **Strategy's Expected Result/Impact:** -Earlier identification of students with Dyslexia needs. -Increase of student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Campus Level Dyslexia Teacher **Title I:** 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue to monitor, adjust, and improve on the implementation of the K-2 Literacy Program.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Elementary Curriculum Coordinator	Nov	Feb	June

Strategy 13 Details	Formative Reviews		
Strategy 13: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth.	Formative		
Strategy's Expected Result/Impact: -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 14: Highland Park EL will participate in Staff Development designed to focus on campus needs: Really Great Reading Program, Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S), Differentiation, Gretchen Bernabei Reading/Writing Suite, Patterns of Power for Writing-Jeff Anderson, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference, Reading Academy, Writing Academy, ECR Writing Workshop with Carlin Liborio Online Course Training, Lesson Plans that Work! Differentiation for Students with Disabilities, and Elementary Technology Conference (Galveston).			
Strategy's Expected Result/Impact: -Eduphoria -Student Achievement -Agendas -Sign-In Sheets			
Staff Responsible for Monitoring: -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals			
Title I: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

Strategy 15 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 15: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities.			
Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets			
Staff Responsible for Monitoring: -Principal			
Title I: 2.4, 2.5, 2.6			

Strategy 16 Details	Formative Reviews		
	Formative		
Strategy 16: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Nov	Feb	June

Strategy 17 Details	Formative Reviews		
	Formative		
Strategy 17: Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Special Education Director -Teachers -Learning Lab Teacher -Paraprofessionals -Extra Help **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 18 Details	Formative Reviews		
	Formative		
Strategy 18: Continuation of communication with teachers and parents when students are in danger of failing (plan for student success). **Strategy's Expected Result/Impact:** -Executive Summary Data Sheet -Failure Report **Staff Responsible for Monitoring:** -Principal -Teachers -Counselor	Nov	Feb	June

Strategy 19 Details	Formative Reviews		
Strategy 19: Student recognition in place for Accelerated Reading Program designed to purposefully increase reading initiative. (ex. Paint Ceiling Tile, Doodles)	Formative		
Strategy's Expected Result/Impact: -Student Achievement -AR Goals **Staff Responsible for Monitoring:** -Teachers -Librarian **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 20 Details	Formative Reviews		
Strategy 20: Ensure proper training for NEW GR K and NEW GR 5 in the Reading Academy coursework.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -State and Federal Program Coordinator -Elementary Curriculum Coordinator -Principal	Nov	Feb	June

Strategy 21 Details	Formative Reviews		
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified.	Formative		
Strategy's Expected Result/Impact: -Increase student growth in Reading for our EB students. **Staff Responsible for Monitoring:** -State and Federal Programs Coordinator -Principal	Nov	Feb	June

Strategy 22 Details	Formative Reviews		
Strategy 22: Continue to train ALL GR K-4 teachers in Really Great Reading phonics instruction.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	Nov	Feb	June

Strategy 23 Details	Formative Reviews		
Strategy 23: Ensure proper training for NEW LifeSkills teacher in Really Great Reading Launchpad platform.	Formative		
Strategy's Expected Result/Impact: -Increase phonemic awareness with our Pre-K students. -Increase student growth in phonemic awareness through the CLI Progress Monitoring platform. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	Nov	Feb	June

Strategy 24 Details	Formative Reviews		
	Formative		
Strategy 24: Ensure Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build reading skills and close learning gaps. **Strategy's Expected Result/Impact:** -Increased student growth in Reading Language Arts. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Interventionist -Classroom Teachers	Nov	Feb	June

Strategy 25 Details	Formative Reviews		
	Formative		
Strategy 25: Continue to Provide STAAR 2.0 Reading Language Arts redesign training for ALL GR 3-5 teachers as well as auxiliary personnel to understand the new item types and how to support our students in reading. **Strategy's Expected Result/Impact:** -Increased student growth in Reading **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Asssistant Principal -Counselor -Interventionists -Classroom Teachers	Nov	Feb	June

Strategy 26 Details	Formative Reviews		
	Formative		
Strategy 26: Utilize data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and My Virtual Reading Coach to drive instruction for students to close reading gaps. **Strategy's Expected Result/Impact:** -Increased student growth in Reading Language Arts. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals	Nov	Feb	June

Strategy 27 Details	Formative Reviews		
	Formative		
Strategy 27: Use data from writing samples collected at the beginning, middle, and end of the year to develop and execute lessons which incorporate writing across subject areas to improve writing through extended constructed and short constructed responses. **Strategy's Expected Result/Impact:** Increase growth in expressing comprehension and critical thinking in response to Reading Language Arts. **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator Principals	Nov	Feb	June
	N/A		

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, 2024, based on the 2022 Accountability Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2024 Math Assessment will be at a 59% meeting grade level or higher in all student population groups.
2023 Accountability Overall Summary
Student Achievement, STAAR Performance >64
School Progress, Academic Growth >74
Closing the Gaps>78

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. **Strategy's Expected Result/Impact:** -Student growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers -Elementary Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math. GR 3 Math Lowest TEKS: 3.5A Algebraic Reasoning: represent one and two step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations 3.4K Numbers and Operations: Solve one-step and two-step problems involving mulitiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts 3.5B Algebraic Reasoning: represent and solve one and two step multiplication and division problems within 100 using arrays, strip diagrams, and equations 3.7B Geometry and Measurement: determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. 3.3G Numbers and Operations: explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model. GR 4 Math Lowest TEKS: 4.8.C Geometry and Measurement: solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. 4.5 A Algebraic Reasoning: represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.4 H Numbers and Operations: solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders 4.3F Numbers and Operations: evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole GR 5 Math Corresponding TEKS: 5.4B Algebraic Reasoning: represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity 5.3C Numbers and Operations: solve with proficiency for quotients of up to a four-digit by two-digit divisor using strategies and the standard algorithm 5.3A Numbers and Operations: estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication and division			

5.3H Numbers and Operations: represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations

Strategy's Expected Result/Impact: -Quality Alignment Data Walks
-T-TESS
-Professional Development Plan
-Lesson Plans
-Pearson Math Topic Tests
-District Checkpoint Assessments
-Vertical Planning ALL Grade Levels

Staff Responsible for Monitoring: -Principal
-PLC
-Leadership Team
-Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -TEA BOY Diagnostic Test(s) -Eduphoria (AWARE) a. Quintiles b. Learning Report Card c. Student Learning Reports d. GR 3-4 Pearson Math Topic Tests e. District Assessment Checkpoints f. STAAR Mock Math Assessment -STAR Renaissance Math -iStation **Staff Responsible for Monitoring:** -Principal -Leadership Team -Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR , such as STAR Renaissance Math, Progress Learning, BrainPop (GR K-5), Flocabulary (GR K-5), Starfall (GR K-3), SeeSaw (PK-GR 4), STEMscopes (GR K-5), and Generation Genius (GR 4-5). **Strategy's Expected Result/Impact:** -Increased student growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase implementation of STEM (Science, Technology, Engineering, and Math) activities across all grade levels.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth in Math. **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

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.	Formative		
	Nov	Feb	June
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			

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
	Formative		
Strategy 10: Implementation of lead4ward Higher Order Questioning Stems: -Teachers: Think It Up -Students: Thinking Stems -Tools to Know Questioning **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.6	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
	Formative		
Strategy 11: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth. **Strategy's Expected Result/Impact:** -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Highland Park EL will participate in Staff Development designed to focus on campus needs: Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math (Enhance Deep Understanding of Math Skills), Higher Order Thinking Skills (H.O.T.S), Differentiation, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference (2 Teachers), GR K-2 Math Games by Box Cars and One-Eyed Jacks, Lesson Plans that Work! Differentiation for Students with Disabilities, and Elementary Technology Conference (Galveston). **Strategy's Expected Result/Impact:** -Eduphoria -Student Achievement -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities. **Strategy's Expected Result/Impact:** -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers			

Strategy 14 Details	Formative Reviews		
Strategy 14: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions. **Strategy's Expected Result/Impact:** -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers	Formative		
	Nov	Feb	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 **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	Formative		
	Nov	Feb	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		
	Nov	Feb	June

Strategy 17 Details	Formative Reviews		
Strategy 17: Ensure Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build math skills and close learning gaps.	Formative		
	Nov	Feb	June
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			

Strategy 18 Details	Formative Reviews		
Strategy 18: Utilize Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for Math instructional strategies.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Teachers			

Strategy 19 Details	Formative Reviews		
Strategy 19: Identify GR K-3 teachers and interventionist(s) to attend the summer Math Academy at Region 5.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Teachers			

Strategy 20 Details	Formative Reviews		
Strategy 20: Provide STAAR 2.0 Math training for ALL GR 3-5 teachers as well as auxiliary personnel to understand the new item types and how to support our students in Math.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Teachers			

Strategy 21 Details	Formative Reviews		
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Math.	Nov	Feb	June
Staff Responsible for Monitoring: -State and Federal Curriculum Coordinator -Principal			

Strategy 22 Details	Formative Reviews		
Strategy 22: Utilize data from local test(s), District Benchmark(s), TFAR, Renaissance STAR Math, Progress Learning, and Ready Curriculum Associates GR 3-5 to drive instruction for students to close learning gaps in Math.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Math.	Nov	Feb	June
Staff Responsible for Monitoring: -Elementary Curriculum Coordinator -Principal			

Strategy 23 Details	Formative Reviews		
Strategy 23: Use Reagan Tunstall guided math kits to enhance a deep understanding of math skills.	Formative		
Strategy's Expected Result/Impact: Increase student growth in math.	Nov	Feb	June
Staff Responsible for Monitoring: -Teachers -Elementary Curriculum Coordinator -Principal	N/A		

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 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 2023-2024 school year.

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Highland Park EL will work to increase awareness for College and Career Opportunities at all grade levels: Indorama Field Trips, College shirt day, Wax museum, Fair Trade Days, Community Helpers, Garrett Dental, The Dental Dock, Nederland Police Department read books to students, etc.	Nov	Feb	June
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			

Strategy 2 Details	Formative Reviews		
	Formative		
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.	Nov	Feb	June
Strategy's Expected Result/Impact: Reduction in representation of Economically Disadvantaged & Special Education **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Diagnosticians -ARD Facilitator -Teachers **Title I:** 2.4, 2.6			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Promote awareness in health and wellness through the C.A.T.C.H program campus wide and a continuation of Fitnessgram Assessment. **Strategy's Expected Result/Impact:** -Fitnessgram Assessment **Staff Responsible for Monitoring:** -Principal -Physical Education Coaches -Nurse			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early colleges experiences, college fair (September 13), and partnerships with local colleges and universities. **Strategy's Expected Result/Impact:** -Sign-in Sheet -Hand-outs -Newsletters **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Highland Park EL will work to increase opportunities for students to achieve college and career readiness by ensuring GR PRE-K-5 students show a minimum of one year's growth in Reading Language Arts and Math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
	Formative		
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.	Nov	Feb	June
Strategy's Expected Result/Impact: -Student growth on Universal Screenings -Data-Walks **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -RtI Core Team -State and Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Use Region 5 Math and Science staff to provide coaching and training to teachers.	Nov	Feb	June
Strategy's Expected Result/Impact: -Student growth on District Checkpoints, Pearson Math Tests, GoMath Unit Assessments, and STAAR Assessment **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Grade Level Chairs -Elementary Curriculum Coordinator			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus, as well as, across the district to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Reading Language Arts and Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers			

Strategy 4 Details	Formative Reviews		
	Formative		
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.	Nov	Feb	June
Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Student Achievement Results -Agendas -Sign-In Sheets **Title I:** 2.4, 2.5, 2.6			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction.	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Highland Park EL will enhance instruction and use supplemental software programs, such as, but not limited to: Eduphoria, STAR Renaissance Learning Reading-Math, Lexia, TEKS Resource System, Learning Progress, Ready Curriculum Associates, Really Great Reading, My Virtual Reading Coach, STEMscopes, Waterford, SeeSaw, iREAD, etc., as formative assessments for student achievement to guide differentiated instruction and extended learning opportunities. **Strategy's Expected Result/Impact:** -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
	Formative		
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	Nov	Feb	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.	Formative		
Strategy's Expected Result/Impact: -Increase achievement growth for students with special needs.	Nov	Feb	June
Staff Responsible for Monitoring: -Principal -Teachers -Director of Special Programs			

Strategy 10 Details	Formative Reviews		
Strategy 10: Continued implementation of Accelerated Learning Instruction to address individual needs and increase achievement for at-risk students to show student growth.	Formative		
Strategy's Expected Result/Impact: STAAR Scores, Student Growth, Report Card Grades	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide Title 1 and Focus School guidance and oversight.	Formative		
Strategy's Expected Result/Impact: -Develop and implement a plan to address the areas of concern and increase student growth.	Nov	Feb	June
Staff Responsible for Monitoring: -Assistant Superintendent for Curriculum and Instruction -State and Federal Programs Coordinator -Elementary Curriculum Coordinator -Principal **Title I:** 2.4, 2.5, 2.6			

Strategy 12 Details	Formative Reviews		
Strategy 12: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5.	Formative		
Strategy's Expected Result/Impact: -Increased STAAR performance. -Increased student growth and achievement.	Nov	Feb	June
Staff Responsible for Monitoring: -Elementary Curriculum Coordinator -Principal **Title I:** 2.4, 2.5, 2.6, 4.2			

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Evaluation Data Sources: -Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
-Professional Development documentation from Eduphoria

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Highland Park EL will continue implementation of Campus Professional Learning Communities (PLC). **Strategy's Expected Result/Impact:** PLC's will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Conduct annual employee engagement climate and culture survey. **Strategy's Expected Result/Impact:** -Review of Survey Data **Staff Responsible for Monitoring:** -Principal -Teacher **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Maintain the Highland Park EL website, as well as, social media (Facebook, etc.) with information that is beneficial to parents and community members. **Strategy's Expected Result/Impact:** -Highland Park Elementary Website -Facebook -ClassTag -#noofficetoday -Blackboard Connect **Staff Responsible for Monitoring:** -Principal -Teacher -PTA **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Recognize faculty and staff for outstanding performance and contributions to celebrate successes throughout the school year. **Strategy's Expected Result/Impact:** -Improve morale while recognizing the achievements of our staff both professionally and personally. -Employee Recognition Plan -Appreciation Lunch from PTA Board **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Key Communicator for Highland Park EL to showcase Nederland Independent School District.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -District Partners in Education Coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -CPOC **Title I:** 4.1, 4.2	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Increase in Community and Business Partnerships. (Ex. Indorama, Garrett Dental, Neches Federal Credit Union, Five Point Credit Union, Jeannie Rodgers from Stewart Title, John Burton III, PaperHat Co, First Financial, Balfour, Tradition Portraits, 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, Shields of Strength, Whataburger, Legendairy, Nederland Heritage Festival, AWC, and Doodle's Art Studio) **Strategy's Expected Result/Impact:** -Donation Account **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Secretary -District Partner in Education Coordinator **Title I:** 2.5, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Highland Park EL will collaborate to implement wellness programs and procedures through the School Health Advisory Council (SHAC). **Strategy's Expected Result/Impact:** -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal			

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Highland Park EL will continue to collaborate with Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees. **Strategy's Expected Result/Impact:** -Improve communication between administration and staff in areas of concern and need. **Staff Responsible for Monitoring:** -Principal -Campus Representative -Agendas -Minutes -Sign-In Sheets **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Highland Park EL will recognize exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. **Strategy's Expected Result/Impact:** -Develop mentor teachers to help improve and model exemplary instructional practices to support all teachers and students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional development efforts. Reward teachers successfully increasing rigor in the classroom. **Strategy's Expected Result/Impact:** -Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. -Campus Professional Development Agendas-Sign-in Sheets -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Highland Park EL will develop a three year plan for Professional Development that includes professional learning opportunities that support the campus needs of our staff, students, and promotes continuous growth.

Evaluation Data Sources: -Eduphoria Professional Development Log

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop a professional development plan to meet our campus needs. The plan will include required professional development for teachers and staff, initiatives, and specialized training for each department as needed. Professional Learning will be designed to provide opportunities such as: -Multiple venues to learn the written, taught, and assessed curriculum aligned with State Standards -Strategies for disaggregating and analyzing student data to inform instruction -Induction training for new teachers and administrators -Mentoring and instructonal coaching for new and existing staff -Implementation of job-emmbedded learning -Opportunities to share ideas, best-practices, and successes -Capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. **Strategy's Expected Result/Impact:** -The provision of professional learning structures communicated and delivered in a manner that correlates with Nederland Independent School District Vision and Board Policy. -Eduphoria **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Special Programs Director -State and Federal Programs Coordinator **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLC to identify district trends. **Strategy's Expected Result/Impact:** -Identification of campus-level, professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** -Assistant Superintendent for Curriculum and Instruction -Elementary Curriculum Coordinator -Principal			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: -Weekly Door Sweeps
-Documentation and Feedback from Safety Drills

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All exterior doors on campus will be locked during the instructional day. **Strategy's Expected Result/Impact:** -Campus Administration Team and SROs perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: All classroom doors will remained locked during the instructional day. **Strategy's Expected Result/Impact:** -Campus Administration Team and SROs perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal			

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

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 4: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: -Capturing Kids Hearts Reporting
-National Showcase Recognition
-Discipline Referrals
-Attendance
-Grades
-Climate and Culture
-PASS Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers to Highland Park EL in the implementation of the Capturing Kids Hearts (CKH) model.	Formative		
Strategy's Expected Result/Impact: -National Showcase Recognition -Impact positive school culture. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. -PASS Survey **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in the classrooms.	Formative		
Strategy's Expected Result/Impact: -National Showcase Recognition -Development of social contracts. -Implementation of Good Things -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. -PASS Survey **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide proper support for teachers implementing CKH by professional learning "CKH Recharge" in November 2023. **Strategy's Expected Result/Impact:** -National Showcase Recognition -Increase fidelity of CKH implementation. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. -PASS Survey **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Highland Park Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.2
Brief Description of SCE Services and/or Programs

Personnel for Highland Park Elementary

Name	Position	FTE
Alisha Hansen	Interventionist	0.2
Laura Berry	Dyslexia	1
Mike Parmer	Technology Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Melanie Ford	Second Grade Classroom Teacher	Title I	

Addendums

Texas Education Agency

2022 Accountability Ratings Overall Summary

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**95**	A
Student Achievement		**93**	A
STAAR Performance	71	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**93**	A
Academic Growth	88	93	A
Relative Performance (Eco Dis: 48.3%)	71	92	A
Closing the Gaps	**100**	**100**	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓	**ELA/Reading**
✓	**Mathematics**
Not Eligible	**Science**
Not Eligible	**Social Studies**
✓	**Comparative Academic Growth**
✓	**Postsecondary Readiness**
✓	**Comparative Closing the Gaps**

Released August 2022

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency

2022 STAAR Performance

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	143	143	-	-	286	
Approaches GL or Above	133	136	-	-	269	94%
Meets GL or Above	112	112	-	-	224	78%
Masters GL	58	62	-	-	120	42%
Total Percentage Points						214%
Component Score						**71**

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	94%	91%	92%	97%	-	86%	-	75%	93%	84%	85%	82%	100%	96%	88%
At Meets GL Standard or Above	78%	77%	73%	83%	-	57%	-	75%	70%	56%	59%	70%	92%	82%	66%
At Masters GL Standard	42%	27%	33%	50%	-	29%	-	50%	36%	25%	29%	26%	42%	43%	38%
Number of Tests															
At Approaches GL Standard or Above	269	20	79	152	-	12	-	6	111	27	29	41	12	218	51
At Meets GL Standard or Above	224	17	63	130	-	8	-	6	84	18	20	35	11	186	38
At Masters GL Standard	120	6	28	78	-	4	-	4	43	8	10	13	5	98	22
Total Tests	286	22	86	156	-	14	-	8	120	32	34	50	12	228	58
Participation															
% participation 2020-21	99%	100%	98%	99%	*	100%	-	100%	98%	100%	100%	97%	100%	99%	98%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	93%	91%	91%	96%	-	86%	-	*	92%	88%	88%	80%	100%	96%	83%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	78%	73%	81%	81%	-	43%	-	*	70%	56%	59%	68%	83%	82%	62%
At Masters GL Standard	41%	18%	37%	47%	-	29%	-	*	35%	25%	29%	28%	33%	42%	34%
Number of Tests															
At Approaches GL Standard or Above	133	10	39	75	-	**	-	*	55	14	15	20	6	109	24
At Meets GL Standard or Above	112	8	35	63	-	**	-	*	42	9	10	17	5	94	18
At Masters GL Standard	58	2	16	37	-	**	-	*	21	4	5	7	2	48	10
Total Tests	143	11	43	78	-	**	-	*	60	16	17	25	6	114	29
Participation															
% participation 2020-21	98%	100%	97%	98%	*	*	-	100%	97%	100%	100%	97%	*	98%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%
						Mathematics									
Percent of Tests															
At Approaches GL Standard or Above	95%	91%	93%	99%	-	86%	-	*	93%	81%	82%	84%	100%	96%	93%
At Meets GL Standard or Above	78%	82%	65%	86%	-	71%	-	*	70%	56%	59%	72%	100%	81%	69%
At Masters GL Standard	43%	36%	28%	53%	-	29%	-	*	37%	25%	29%	24%	50%	44%	41%
Number of Tests															
At Approaches GL Standard or Above	136	10	40	77	-	**	-	*	56	13	14	21	6	109	27
At Meets GL Standard or Above	112	9	28	67	-	**	-	*	42	9	10	18	6	92	20
At Masters GL Standard	62	4	12	41	-	**	-	*	22	4	5	6	3	50	12
Total Tests	143	11	43	78	-	**	-	*	60	16	17	25	6	114	29
Participation															
% participation 2020-21	98%	100%	97%	98%	*	*	-	100%	97%	100%	100%	97%	*	98%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

STAAR State Indicators-Student Achievement ** BETA **
for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s Campus Type: Elementary

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	143	43	0	7	11	0	78	4	25	16
Did Not Meet Approaches	10	4	0	1	1	0	3	1	5	2
Met Approaches Grade Level	133	39	0	6	10	0	75	3	20	14
Met Meets Grade Level	112	35	0	3	8	0	63	3	17	9
Met Masters Grade Level	58	16	0	2	2	0	37	1	7	4

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	143	43	0	7	11	0	78	4	25	16
Did Not Meet Approaches	7	3	0	1	1	0	1	1	4	3
Met Approaches Grade Level	136	40	0	6	10	0	77	3	21	13
Met Meets Grade Level	112	28	0	5	9	0	67	3	18	9
Met Masters Grade Level	62	12	0	2	4	0	41	3	6	4

Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Science data is available for this report.										

Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Social Studies data is available for this report.										

Writing Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Writing data is available for this report.										

STAAR State Indicators-Student Achievement ** BETA **
for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s Campus Type: Elementary

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All % Met	Max Points
Number of Tests	286	86	0	14	22	0	156	8	50	32		
% Met Approaches	94	92	*0	86	91	*0	97	75	82	84		
% Met Meets	78	73	*0	57	77	*0	83	75	70	56		
% Met Masters	42	33	*0	29	27	*0	50	50	26	25		
Sum of Met %	214	198	*0	172	195	*0	230	200	178	165	214	300
Average of Met %	214 divided by 300											71

Component	Component Score	Elementary Scaled Score
STAAR	71	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.
The non-AEA cut points are used in calculating the scaled score.

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA ** for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Growth Campus Type: Elementary

No Points			
Prior Year Outcome	**Current Year Outcome**	**STAAR Growth Outcome**	**Count of Tests**
Does Not Meet	Does Not Meet	Does Not Meet	0
Approaches	Does Not Meet	Does Not Meet	1
Meets	Does Not Meet	N/A	1
Masters	Does Not Meet	N/A	0
Meets	Approaches	N/A	2
Masters	Approaches	N/A	1
Masters	Meets	N/A	6
Total with No Points			**11**
Half Point			
Prior Year Outcome	**Current Year Outcome**	**STAAR Growth Outcome**	**Count of Tests**
Does Not Meet	Approaches	Does Not Meet	0
Approaches	Approaches	Does Not Meet	5
Meets	Meets	Does Not Meet	4
Total with Half Point			**9**
One Point			
Prior Year Outcome	**Current Year Outcome**	**STAAR Growth Outcome**	**Count of Tests**
Does Not Meet	Does Not Meet	Met or Exceeded	3
Approaches	Does Not Meet	Met or Exceeded	0
Does Not Meet	Approaches	Met or Exceeded	5
Approaches	Approaches	Met or Exceeded	5
Meets	Meets	Met or Exceeded	11
Does Not Meet	Meets	N/A	6
Approaches	Meets	N/A	24
Does Not Meet	Masters	N/A	4
Approaches	Masters	N/A	10
Meets	Masters	N/A	18
Masters	Masters	N/A	20
Total with One Point			**106**
Total			**126**

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA ** for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Growth Campus Type: Elementary

(Total with No Points x 0) + (Total with Half Point x 0.5) + (Total with One Point x 1) divided by Total				
((11 x 0) + (9 x 0.5) + (106 x 1)) / 126	=	110.5 / 126	=	88

Component	Raw Score	Elementary Scaled Score
STAAR	88	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The non-AEA cut points are used in calculating the scaled score.

STAAR State Indicators-Closing the Gaps ** BETA **
for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S
Calculation Option: Performance Components Campus Type: Elementary

Academic Achievement - STAAR Performance Status (Percentage at Meets Grade Level or Above)											
	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	143	11	43	78	0	7	0	4	25	60	17
Reading Met Min Size	Y	N	Y	Y	N	N	N	N	Y	Y	N
Reading Targets	44	32	37	60	43	74	45	56	19	33	29
Reading Actual	78	73	81	81	0	43	0	75	68	70	59
Reading Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	*
Math Test Count	143	11	43	78	0	7	0	4	25	60	17
Math Met Min Size	Y	N	Y	Y	N	N	N	N	Y	Y	N
Math Targets	46	31	40	59	45	82	50	54	23	36	40
Math Actual	78	82	65	86	0	71	0	75	72	70	59
Math Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	*
Achievement Total = # Targets Met divided by # Indicators Met Minimum Size = 10/10 = 100											

Growth - STAAR Growth Status (Elementary and Middle Schools)											
	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	63	5	15	38	0	2	0	3	14	23	7
Reading Met Min Size	Y	N	N	Y	N	N	N	N	N	N	N
Reading Targets	66	62	65	69	67	77	67	68	59	64	64
Reading Actual	79	100	93	71	0	50	0	67	86	91	100
Reading Target Met	Y	*	*	Y	*	*	*	*	*	*	*
Math Test Count	63	5	15	38	0	2	0	3	14	23	7
Math Met Min Size	Y	N	N	Y	N	N	N	N	N	N	N
Math Targets	71	67	69	74	71	86	74	73	61	68	68
Math Actual	95	100	93	97	0	100	0	67	93	91	86
Math Target Met	Y	*	*	Y	*	*	*	*	*	*	*
Growth Total = # Targets Met divided by # Indicators Met Minimum Size = 4/4 - Less than five groups met minimum size											

Student Success - Student Achievement Domain Score: STAAR Component Only											
	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Test Count	286	22	86	156	0	14	0	8	50	120	34
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	Y	Y
Targets	47	36	41	58	46	73	48	55	23	38	37
Actual	71	65	66	77	0	57	0	67	59	66	58
Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	Y
Success Total = # Targets Met divided by # Indicators Met Minimum Size = 6/6 = 100											

STAAR State Indicators-Closing the Gaps ** BETA **
for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S
Calculation Option: Performance Components Campus Type: Elementary

English Language Proficiency Status (Progress>=1 Level or Advanced High)	
	EL
Test Count	24
Met Min Size	N
Targets	36
Actual	46
Target Met	*

Closing the Gaps Summary			
Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement	100	75	75
Growth	0	0	0
Student Achievement Domain	100	25	25
English Language Proficiency	0	0	0
Closing the Gaps Raw Score (STAAR Component Only)			100
Closing the Gaps Scaled Score (STAAR Component Only)			100

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.
The Former Special Education, Continuously Enrolled, and Non-Continuously Enrolled Demographics are not included.

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA ** for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Growth Campus Type: Elementary

(Total with No Points x 0) + (Total with Half Point x 0.5) + (Total with One Point x 1) divided by Total				
((11 x 0) + (9 x 0.5) + (106 x 1)) / 126	=	110.5 / 126	=	88

Component	Raw Score	Elementary Scaled Score
STAAR	88	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The non-AEA cut points are used in calculating the scaled score.

Early Childhood Literacy Board Outcome Goal

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.

Yearly Target Goals

2020 (2019)	2021	2022	2023	2024
59%	59% (53)	60% (64)	61%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	43%	57%	62%		80%		31%	32%	47%	n/a	50%	n/a	n/a
2021	43% (37)	57% (46)	62% (51)		80% (61)		31% (25)	32% (30)	47% (44)	(40)	50% (44)	n/a	n/a
2022	44% (46)	58% (58)	63% (70)		81% (58)		32% (78)	33% (34)	48% (54)		51% (44)	n/a	n/a
2023	45%	59%	64%		82%		33%	33%	49%		51%	n/a	n/a
2024	46%	60%	65%		83%		34%	34%	50%		52%	n/a	n/a

Early Childhood Literacy Progress Measure 1

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	63% (ND)	64% (62)	65%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2021	63% (ND)	50% (ND)	72% (ND)		80% (ND)		75% (ND)	40% (ND)	63% (ND)		47% (ND)	n/a	n/a
2022	64% (57)	51% (55)	73% (53)		81% (83)		76% (100)	41% (100)	64% (59)		48% (54)	n/a	n/a
2023	65%	52%	74%		82%		77%	41%	65%		48%	n/a	n/a
2024	66%	53%	75%		83%		78%	42%	66%		49%	n/a	n/a

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	81% (83)	82% (85)	83%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73% (65)	67% (83)	79% (85)		85% (70)		78% (67)	0% (52)	72% (71)		61% (71)	n/a	n/a
2022	74% (91)	68% (81)	80% (83)		86% (97)		79% (81)	2% (63)	73% (81)		62% (88)	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

Early Childhood Literacy Progress Measure 3

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Reading will increase from 64% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	64% (67)	65% (81)	66%	67%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2021	56% (59)	57% (61)	64% (68)		78% (76)		64% (72)	12% (30)	55% (56)		47% (53)	n/a	n/a
2022	57% (66)	58% (75)	65% (82)		79% (91)		65% (76)	13% (55)	56% (74)		48% (72)	n/a	n/a
2023	58%	59%	66%		80%		66%	13%	57%		48%	n/a	n/a
2024	59%	60%	67%		81%		67%	14%	58%		49%	n/a	n/a

Early Childhood Math Board Outcome Goal

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.

Yearly Target Goals

2020(2019)	2021	2022	2023	2024
59%	59% (46)	60% (52)	61%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	34%	63%	61%		76%		38%	35%	50%	n/a	55%	n/a	n/a
2021	34% (33)	63% (36)	61% (51)		76% (64)		38% (25)	35% (14)	50% (38)	(80)	55% (38)	n/a	n/a
2022	35% (29)	64% (45)	62% (58)		77% (65)		39% (56)	36% (22)	51% (44)		56% (38)	n/a	n/a
2023	36%	65%	63%		78%		40%	36%	52%		56%	n/a	n/a
2024	37%	66%	64%		79%		41%	37%	53%		57%	n/a	n/a

Early Childhood Math Progress Measure 1

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Math 87% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
87%	87% (ND)	88% (77)	89%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2021	75% (ND)	80% (ND)	94% (ND)		100% (ND)		100% (ND)	60% (ND)	87% (ND)		71% (ND)	n/a	n/a
2022	76% (43)	81% (76)	95% (79)		100% (92)		100% (100)	61% (67)	88% (75)		72% (73)	n/a	n/a
2023	77%	82%	95%		100%		100%	61%	88%		72%	n/a	n/a
2024	78%	83%	96%		100%		100%	62%	89%		73%	n/a	n/a

Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	81% (83)	82% (85)	83%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73% (65)	67% (83)	79% (85)		85% (70)		78% (67)	0% (52)	72% (71)		61% (71)	n/a	n/a
2022	74% (91)	68% (83)	80% (83)		86% (97)		79% (81)	2% (63)	73% (81)		62% (88)	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

Early Childhood Math Progress Measure 3

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Math from 80% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	80% (79)	81% (68)	82%	83%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2021	73% (67)	77% (75)	80% (79)		90% (81)		77% (74)	46% (50)	72% (72)		74% (72)	n/a	n/a
2022	74% (57)	78% (60)	81% (68)		91% (83)		78% (64)	47% (33)	73% (57)		75% (51)	n/a	n/a
2023	75%	79%	82%		92%		79%	47%	74%		75%	n/a	n/a
2024	76%	80%	83%		93%		80%	48%	75%		76%	n/a	n/a

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Enrollment by Grade:				
Early Education	9	2.08	51	1.01
Pre-Kindergarten	15	3.46	97	1.93
Kindergarten	76	17.55	346	6.87
Grade 1	88	20.32	401	7.97
Grade 2	79	18.24	383	7.61
Grade 3	78	18.01	378	7.51
Grade 4	88	20.32	403	8.01
Grade 5	0	0.00	362	7.19
Grade 6	0	0.00	392	7.79
Grade 7	0	0.00	418	8.31
Grade 8	0	0.00	361	7.17
Grade 9	0	0.00	423	8.40
Grade 10	0	0.00	376	7.47
Grade 11	0	0.00	341	6.78
Grade 12	0	0.00	301	5.98
Ethnicity/Race Distribution:				
White	228	52.66	2,552	50.71
Hispanic/Latino	145	33.49	1,527	30.34
Black or African American	28	6.47	401	7.97
Asian	14	3.23	372	7.39
American Indian or Alaska Native	3	0.69	18	0.36
Native Hawaiian/Other Pacific Islander	0	0.00	6	0.12
Two or More	15	3.46	157	3.12

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
HIGH SCHOOL GRADUATES (2021 - 2022):				
Grade 12 Attendance	0	N/A	385	N/A
Graduates Reported	0	0.00	353	91.69
White	0	0.00	188	53.26
Hispanic/ Latino	0	0.00	85	24.08
Black or African American	0	0.00	34	9.63
Asian	0	0.00	33	9.35
American Indian or Alaska Native	0	0.00	3	0.85
Native Hawaiian/ Other Pacific Islander	0	0.00	1	0.28
Two or more	0	0.00	9	2.55
Advanced Program				
20 - Graduated DAP 98-99	0	0.00	0	0.00
23 - Graduated DAP 01-04 Chap.74	0	0.00	0	0.00
26 - Graduated DAP 04-05 Chap.74	0	0.00	0	0.00
29 - Graduated DAP 07-08 Chap.74	0	0.00	0	0.00
32 - Graduated DAP 12-13 Chap.74	0	0.00	0	0.00

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Dropouts Reported (2021 - 2022):	0	N/A	19	N/A
At Risk Students	211	48.73	2,048	40.69
Military Connected	19	4.39	99	1.97
Foster Care	1	0.23	18	0.36
Economic Disadvantaged:	232	53.58	2,489	49.45
Regular	196	45.27	2,062	40.97
Special Education	36	8.31	427	8.48
Emergent Bilingual:	57	13.16	684	13.59
Regular	52	12.01	596	11.84
Special Education	5	1.15	88	1.75
Student Enrollment By Program:				
Special Education	62	14.32	703	13.97
Billingual Education	0	0.00	81	1.61
ESL Education	55	12.70	421	8.36
Alternative Language	0	0.00	147	2.92
Gifted and Talented Education	19	4.39	327	6.50
Title 1	422	97.46	2,131	42.34
RDSPD	3	0.69	7	0.14
PPCD	16	3.70	71	1.41

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Student Attribution:				
00 No Attribution	425	98.15	4,959	98.53
01 Open Enrollment Charter School: Within Attendance/Geographic Boundaries	0	0.00	0	0.00
02 JJAEP	0	0.00	0	0.00
03 PEG	0	0.00	0	0.00
06 Transfer Between Districts	8	1.85	74	1.47
07 Lives Out-Of-State	0	0.00	0	0.00
10 Parent Referral to TSD	0	0.00	0	0.00
12 Private School	0	0.00	0	0.00
21 RTF by court order, not assigned to district	0	0.00	0	0.00
22 RTF by court order, regularly assigned to district	0	0.00	0	0.00
23 RTF not by court order, not regularly assigned to district	0	0.00	0	0.00
24 RTF not by court order, regularly assigned to district	0	0.00	0	0.00
25 TJJDF by court order, not regularly assigned to the district	0	0.00	0	0.00
26 TJJDF by court order, regularly assigned to district	0	0.00	0	0.00
27 TJJDF not by court order, not regularly assigned to district	0	0.00	0	0.00
28 TJJDF not by court order, regularly assigned to district	0	0.00	0	0.00
29 South Texas ISD	0	0.00	0	0.00
30 Child of Charter School Employee	0	0.00	0	0.00
31 Open Enrollment Charter School: Outside Attendance/Geographic Boundaries	0	0.00	0	0.00
Immigrant Students	1	0.23	45	0.89
Migrant Students	1	0.23	10	0.20

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HIGHLAND PARK EL

Campus Number: 123905102

2022 Accountability Rating: A

Distinction Designations:

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

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

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

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

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

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

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

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

- Indicates there are no students in the group.

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

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

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

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

\- Indicates there are no students in the group.

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

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

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

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

\- Indicates there are no students in the group.

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

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

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

Texas Education Agency

2021-22 Graduation Profile (TAPR)

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

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

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

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

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

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

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

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

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

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

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

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

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HIGHLAND PARK EL

Campus Number: 123905102

2022 Accountability Rating: A

Distinction Designations:

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

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

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

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

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

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

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

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

- Indicates there are no students in the group.

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

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

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

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

\- Indicates there are no students in the group.

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

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

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

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

\- Indicates there are no students in the group.

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

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

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

Texas Education Agency

2021-22 Graduation Profile (TAPR)

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

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

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

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

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

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

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

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

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

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

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

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

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

Texas Education Agency

2022 School Report Card

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

School Information

District Name:	**NEDERLAND ISD**
Campus Type:	**Elementary**
Total Students:	**410**
Grade Span:	**EE - 04**

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	Student Achievement	School Progress	Closing the Gaps
95 of 100	93 of 100	93 of 100	100 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Student Information

This section provides demographic information about HIGHLAND PARK EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	96.5%	96.0%	95.0%
Enrollment by Race/Ethnicity			
African American	5.9%	8.4%	12.8%
Hispanic	31.2%	28.9%	52.8%
White	55.1%	52.0%	26.3%
American Indian	0.2%	0.4%	0.3%
Asian	3.7%	7.1%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.9%	3.0%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	48.3%	45.8%	60.7%
Special Education	13.7%	12.3%	11.6%
Emergent Bilingual/EL	9.3%	11.2%	21.7%
Mobility Rate (2020-21)			
	11.2%	9.6%	13.6%

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

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	65.9%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,072	$11,050	$11,106
Instruction	$6,567	$6,254	$6,358
Instructional Leadership	$139	$162	$186
School Leadership	$632	$512	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	84%	**94%**	91%	92%	97%	-	86%	-	75%	93%
	2021	67%	80%	**81%**	72%	72%	84%	*	100%	-	83%	68%
ELA/Reading	2022	75%	84%	**93%**	91%	91%	96%	-	86%	-	*	92%
	2021	68%	80%	**84%**	82%	74%	88%	*	*	-	80%	71%
Mathematics	2022	72%	84%	**95%**	91%	93%	99%	-	86%	-	*	93%
	2021	66%	80%	**80%**	64%	77%	81%	*	*	-	100%	70%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	60%	**78%**	77%	73%	83%	-	57%	-	75%	70%
	2021	41%	53%	**49%**	31%	37%	56%	*	70%	-	33%	37%
ELA/Reading	2022	53%	64%	**78%**	73%	81%	81%	-	43%	-	*	70%
	2021	45%	55%	**51%**	36%	34%	58%	*	*	-	40%	39%
Mathematics	2022	42%	57%	**78%**	82%	65%	86%	-	71%	-	*	70%
	2021	37%	51%	**51%**	27%	43%	57%	*	*	-	20%	41%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	30%	**42%**	27%	33%	50%	-	29%	-	50%	36%
	2021	18%	26%	**22%**	17%	15%	25%	*	40%	-	8%	13%
ELA/Reading	2022	25%	33%	**41%**	18%	37%	47%	-	29%	-	*	35%
	2021	18%	26%	**20%**	9%	14%	23%	*	*	-	20%	14%
Mathematics	2022	20%	28%	**43%**	36%	28%	53%	-	29%	-	*	37%
	2021	18%	25%	**29%**	18%	20%	34%	*	*	-	0%	17%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**88**	100	93	86	-	-	-	67	92
	2019	69	70	**71**	92	66	71	-	-	-	-	70
ELA/Reading	2022	78	80	**79**	100	93	72	-	-	-	-	91
	2019	68	69	**66**	83	62	65	-	-	-	-	74
Mathematics	2022	69	75	**96**	100	93	99	-	-	-	-	93
	2019	70	71	**75**	100	71	77	-	-	-	-	67

- Indicates there are no students in the group.
*** Indicates results are masked due to small numbers to protect student confidentiality.**
n/a Indicates data reporting is not applicable for this group.

Highland Park Elementary

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH

Gender By Grade(F=Female, M=Male)

Gender	EE	PK	KG	01	02	03	04	05	Total(Grade)
F	4	4	38	47	42	52	40	50	**277**
M	8	7	47	42	44	36	40	46	**270**
Total(Gender)	**12**	**11**	**85**	**89**	**86**	**88**	**80**	**96**	**547**

Federal Ethnicity/Race By Gender By Grade

Race		EE	PK	KG	01	02	03	04	05	Total(Grade)
American Indian	F						1			**1**
	M				1			1		**2**
Asian	F			2	1	1	4		1	**9**
	M				1	1			4	**6**
Black	F			1	5	3	7	5	4	**25**
	M	1	1	3	3	3	2	4	7	**24**
Hawaiian/Pacific Islander	M					1				**1**
Hispanic or Latino	F	2	2	14	14	11	16	11	15	**85**
	M	6	3	16	13	14	16	13	17	**98**
Two or More Races	F			1	2	3	3	1	1	**11**
	M			1	1	2		1	1	**6**
White	F	2	2	20	25	24	21	23	29	**146**
	M	1	3	27	23	23	18	21	17	**133**
Total(Ethnic Name)		**12**	**11**	**85**	**89**	**86**	**88**	**80**	**96**	**547**

Special Ed By Grade(N=Not SPED, Y=SPED)

SPED	EE	PK	KG	01	02	03	04	05	Total(Grade)
N	7	11	75	80	72	82	66	86	**479**
Y	5		10	9	14	6	14	10	**68**
Total(Has IEP)	**12**	**11**	**85**	**89**	**86**	**88**	**80**	**96**	**547**

Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	Total(Grade)
...	6	1	41	28	41	39	37	47	**240**
Lunch Group 01	5	8	37	57	38	43	38	41	**267**
Lunch Group 02	1	1	6	4	7	5	5	8	**37**
Other Economic Disadvantage			1						**1**
		1				1			**2**
Total(Meal Status Name)	**12**	**11**	**85**	**89**	**86**	**88**	**80**	**96**	**547**

Nederland Independent School District

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH

SCHOOL YEAR - 2024

Gender By Grade(F=Female, M=Male)

Gender	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
F	12	48	189	193	201	198	190	210	180	210	210	203	199	158	156	**2557**
M	38	47	202	195	209	210	205	213	213	201	215	191	205	182	192	**2718**
Total(Gender)	**50**	**95**	**391**	**388**	**410**	**408**	**395**	**423**	**393**	**411**	**425**	**394**	**404**	**340**	**348**	**5275**

Federal Ethnicity Race By Gender By Grade

Race - Gender		EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
American Indian	F						1	1			1	1	2				**6**
	M			1	1		1	1							5		**9**
Asian	F	1	7	16	17	23	17	10	15	13	10	14	12	17	7	9	**188**
	M	6	3	18	13	11	15	12	17	29	13	14	16	12	10	19	**208**
Black	F	2	4	15	15	16	18	13	12	19	25	26	18	24	20	13	**240**
	M	3	6	11	13	12	16	15	17	16	13	20	19	18	23	14	**216**
Hawaiian/Pacific Islander	F						2					1	1				**4**
	M					1					1	1					**3**
Hispanic or Latino	F	4	27	65	63	62	69	60	72	70	60	61	58	57	47	47	**822**
	M	15	28	83	66	67	68	66	71	60	54	50	48	68	49	59	**852**
Two or More Races	F	1	3	14	11	8	9	10	9	5	13	10	6	5	2	2	**108**
	M	3	1	5	10	12	6	8	4	10	2	11	4	3	3	4	**86**
White	F	4	7	79	87	92	82	96	102	73	101	97	106	96	82	85	**1189**
	M	11	9	84	92	106	104	103	104	98	118	119	104	104	92	96	**1344**
Total(Ethnic Name)		**50**	**95**	**391**	**388**	**410**	**408**	**395**	**423**	**393**	**411**	**425**	**394**	**404**	**340**	**348**	**5275**

Special Ed By Grade(N=Not SPED, Y=SPED)

SPED	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
N	24	92	355	343	354	370	327	350	332	341	361	346	364	300	293	**4552**
Y	26	3	36	45	56	38	68	73	61	70	64	48	40	40	55	**723**
Total(Has IEP)	**50**	**95**	**391**	**388**	**410**	**408**	**395**	**423**	**393**	**411**	**425**	**394**	**404**	**340**	**348**	**5275**

Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
...	28	26	166	158	179	181	191	211	179	222	209	214	193	192	181	**2530**
Lunch Group 01	20	58	195	214	204	211	185	187	189	167	190	165	189	132	145	**2451**
Lunch Group 02	2	8	23	16	27	14	19	23	24	20	25	12	22	15	21	**271**
		3	2			2		2	1	2	1	3		1	1	**18**

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH

SCHOOL YEAR - 2024

Gender By Grade(F=Female, M=Male)

Federal Ethnicity Race By Gender By Grade

Special Ed By Grade(N=Not SPED, Y=SPED)

Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
Other Economic Disadvantage			5													**5**
Total(Meal Status Name)	**50**	**95**	**391**	**388**	**410**	**408**	**395**	**423**	**393**	**411**	**425**	**394**	**404**	**340**	**348**	**5275**

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Enrollment by Grade:				
Early Education	9	2.08	51	1.01
Pre-Kindergarten	15	3.46	97	1.93
Kindergarten	76	17.55	346	6.87
Grade 1	88	20.32	401	7.97
Grade 2	79	18.24	383	7.61
Grade 3	78	18.01	378	7.51
Grade 4	88	20.32	403	8.01
Grade 5	0	0.00	362	7.19
Grade 6	0	0.00	392	7.79
Grade 7	0	0.00	418	8.31
Grade 8	0	0.00	361	7.17
Grade 9	0	0.00	423	8.40
Grade 10	0	0.00	376	7.47
Grade 11	0	0.00	341	6.78
Grade 12	0	0.00	301	5.98
Ethnicity/Race Distribution:				
White	228	52.66	2,552	50.71
Hispanic/Latino	145	33.49	1,527	30.34
Black or African American	28	6.47	401	7.97
Asian	14	3.23	372	7.39
American Indian or Alaska Native	3	0.69	18	0.36
Native Hawaiian/Other Pacific Islander	0	0.00	6	0.12
Two or More	15	3.46	157	3.12

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
HIGH SCHOOL GRADUATES (2021 - 2022):				
Grade 12 Attendance	0	N/A	385	N/A
Graduates Reported	0	0.00	353	91.69
White	0	0.00	188	53.26
Hispanic/ Latino	0	0.00	85	24.08
Black or African American	0	0.00	34	9.63
Asian	0	0.00	33	9.35
American Indian or Alaska Native	0	0.00	3	0.85
Native Hawaiian/ Other Pacific Islander	0	0.00	1	0.28
Two or more	0	0.00	9	2.55
Advanced Program				
20 - Graduated DAP 98-99	0	0.00	0	0.00
23 - Graduated DAP 01-04 Chap.74	0	0.00	0	0.00
26 - Graduated DAP 04-05 Chap.74	0	0.00	0	0.00
29 - Graduated DAP 07-08 Chap.74	0	0.00	0	0.00
32 - Graduated DAP 12-13 Chap.74	0	0.00	0	0.00

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Dropouts Reported (2021 - 2022):	0	N/A	19	N/A
At Risk Students	211	48.73	2,048	40.69
Military Connected	19	4.39	99	1.97
Foster Care	1	0.23	18	0.36
Economic Disadvantaged:	232	53.58	2,489	49.45
Regular	196	45.27	2,062	40.97
Special Education	36	8.31	427	8.48
Emergent Bilingual:	57	13.16	684	13.59
Regular	52	12.01	596	11.84
Special Education	5	1.15	88	1.75
Student Enrollment By Program:				
Special Education	62	14.32	703	13.97
Billingual Education	0	0.00	81	1.61
ESL Education	55	12.70	421	8.36
Alternative Language	0	0.00	147	2.92
Gifted and Talented Education	19	4.39	327	6.50
Title 1	422	97.46	2,131	42.34
RDSPD	3	0.69	7	0.14
PPCD	16	3.70	71	1.41

TSDS PEIMS STUDENT DATA REVIEW

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

Student Information	Campus		LEA	
	Count	Percent	Count	Percent
Total Enrollment	433	N/A	5,033	N/A
Total Membership	430	N/A	5,006	N/A
Student Attribution:				
00 No Attribution	425	98.15	4,959	98.53
01 Open Enrollment Charter School: Within Attendance/Geographic Boundaries	0	0.00	0	0.00
02 JJAEP	0	0.00	0	0.00
03 PEG	0	0.00	0	0.00
06 Transfer Between Districts	8	1.85	74	1.47
07 Lives Out-Of-State	0	0.00	0	0.00
10 Parent Referral to TSD	0	0.00	0	0.00
12 Private School	0	0.00	0	0.00
21 RTF by court order, not assigned to district	0	0.00	0	0.00
22 RTF by court order, regularly assigned to district	0	0.00	0	0.00
23 RTF not by court order, not regularly assigned to district	0	0.00	0	0.00
24 RTF not by court order, regularly assigned to district	0	0.00	0	0.00
25 TJJDF by court order, not regularly assigned to the district	0	0.00	0	0.00
26 TJJDF by court order, regularly assigned to district	0	0.00	0	0.00
27 TJJDF not by court order, not regularly assigned to district	0	0.00	0	0.00
28 TJJDF not by court order, regularly assigned to district	0	0.00	0	0.00
29 South Texas ISD	0	0.00	0	0.00
30 Child of Charter School Employee	0	0.00	0	0.00
31 Open Enrollment Charter School: Outside Attendance/Geographic Boundaries	0	0.00	0	0.00
Immigrant Students	1	0.23	45	0.89
Migrant Students	1	0.23	10	0.20

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 102
2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD
Campus: 123905102 - HIGHLAND PARK EL

TOTAL ENROLLMENT 433

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	9	2.08%
PRE-KINDERGARTEN	15	3.46%
KINDERGARTEN	76	17.55%
GRADE 1	88	20.32%
GRADE 2	79	18.24%
GRADE 3	78	18.01%
GRADE 4	88	20.32%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	433	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	216	49.88%
FEMALE	217	50.12%
TOTAL	433	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	3	0.69%
"1" ELIGIBLE FOR FULL DAY	399	92.15%
"2" ELIGIBLE FOR HALF DAY	23	5.31%
"3" TRANSFER FOR FULL DAY	8	1.85%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	433	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	57	13.16%
IMMIGRANT	1	0.23%
ECONOMIC DISADVANTAGE	232	53.58%
MILITARY CONNECTED	19	4.39%
FOSTER CARE	1	0.23%
DYSLEXIA	23	5.31%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.69%	0.69%
ASIAN	14	3.23%	3.23%
BLACK/AFRICAN AMER.	28	6.47%	6.47%
HISPANIC/LATINO	145	33.49%	33.49%
WHITE	228	52.66%	52.66%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	15	3.46%	3.46%
TOTAL	433	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	100.00%	0.23%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.23%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	100.00%	0.23%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.23%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	1.30%	0.69%
ASIAN	7	3.03%	1.62%
BLACK/AFRICAN AMER.	13	5.63%	3.00%
HISPANIC/LATINO	102	44.16%	23.56%
WHITE	96	41.56%	22.17%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	10	4.33%	2.31%
TOTAL	231	100.00%	53.35%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.82%	0.23%
ASIAN	8	14.55%	1.85%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	43	78.18%	9.93%
WHITE	3	5.45%	0.69%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	55	100.00%	12.70%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	5	26.32%	1.15%
WHITE	13	68.42%	3.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	5.26%	0.23%
TOTAL	19	100.00%	4.39%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data

Campuses: 102

2022 - 2023 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

Campus: 123905102 - HIGHLAND PARK EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	11	2.54%
"6" ATTENDS SCHOOL WIDE	422	97.46%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	433	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	3	0.69%
UNACCOMPANIED YOUTH CODE 3	3	0.69%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	3	0.69%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	1.42%	0.69%
ASIAN	10	4.74%	2.31%
BLACK/AFRICAN AMER.	7	3.32%	1.62%
HISPANIC/LATINO	88	41.71%	20.32%
WHITE	96	45.50%	22.17%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	3.32%	1.62%
TOTAL	211	100.00%	48.73%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.61%	0.23%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	9	14.52%	2.08%
HISPANIC/LATINO	13	20.97%	3.00%
WHITE	38	61.29%	8.78%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.61%	0.23%
TOTAL	62	100.00%	14.32%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	15	100.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	15	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 1

A.	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	138.0	221.0	2,353.0	2,687.0	2,376.0	2,385.0	2,702.0	0.0
C.	Total Days Absent	10.0	17.5	155.0	96.0	99.0	81.0	109.0	0.0
D.	Total Days Present	128.0	203.5	2,198.0	2,591.0	2,277.0	2,304.0	2,593.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	128.0	203.5	2,198.0	2,591.0	2,277.0	2,304.0	2,593.0	0.0
G.1	BE - Elig Days Bilingual/ESL	26.0	74.5	217.0	251.0	230.0	154.0	297.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,575.0	1,295.0	1,101.0	1,149.0	X	X
H.2	Early Ed Lang Elig Days	X	X	230.0	304.0	243.0	154.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	13.5	0.0	88.0	0.0	22.0	235.0	62.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.839	2.403	7.000	8.097	7.419	4.968	9.581	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.435	0.000	2.839	0.000	0.710	7.581	2.000	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	50.806	41.774	35.516	37.065	X	X
O.2	Early Ed Lang Refined ADA	X	X	7.419	9.806	7.839	4.968	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.825	0.019	1.915	0.706	0.124	1.928	2.874	0.000
S.	Regular Program Ref ADA	3.304	6.545	68.988	82.874	73.328	72.395	80.772	0.000
T.	Total Refined ADA	4.129	6.565	70.903	83.581	73.452	74.323	83.645	0.000
U.	Percent in Attendance	92.754%	92.081%	93.413%	96.427%	95.833%	96.604%	95.966%	0.000%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
This report displays the data for SUMR 2022 - 2023 that was accepted by the ESC on 07/20/23 04:31 PM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 1

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,862.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	567.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,294.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,294.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,249.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	5,120.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	931.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	420.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	40.306
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	13.565
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	165.161
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	30.032
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	8.391
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	388.206
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	396.597
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.588%

NOTE: Detail may not add to totals due to rounding.

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This report displays the data for SUMR 2022 - 2023 that was accepted by the ESC on 07/20/23 04:31 PM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 2

A.	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	116.0	217.5	2,199.0	2,533.0	2,256.0	2,245.0	2,543.0	0.0
C.	Total Days Absent	15.0	28.5	183.0	277.0	122.0	121.0	126.0	0.0
D.	Total Days Present	101.0	189.0	2,016.0	2,256.0	2,134.0	2,124.0	2,417.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	101.0	189.0	2,016.0	2,256.0	2,134.0	2,124.0	2,417.0	0.0
G.1	BE - Elig Days Bilingual/ESL	35.5	83.5	212.0	294.0	259.0	132.0	298.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,429.0	1,151.0	1,087.0	1,073.0	X	X
H.2	Early Ed Lang Elig Days	X	X	212.0	298.0	263.0	132.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	11.5	0.0	50.0	0.0	24.0	226.0	55.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.224	2.879	7.310	10.138	8.931	4.552	10.276	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.397	0.000	1.724	0.000	0.828	7.793	1.897	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	49.276	39.690	37.483	37.000	X	X
O.2	Early Ed Lang Refined ADA	X	X	7.310	10.276	9.069	4.552	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.794	0.017	2.328	0.800	0.249	2.399	2.995	0.000
S.	Regular Program Ref ADA	2.689	6.500	67.189	76.993	73.338	70.843	80.350	0.000
T.	Total Refined ADA	3.483	6.517	69.517	77.793	73.586	73.241	83.345	0.000
U.	Percent in Attendance	87.069%	86.897%	91.678%	89.064%	94.592%	94.610%	95.045%	0.000%

NOTE: Detail may not add to totals due to rounding.

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This report displays the data for SUMR 2022 - 2023 that was accepted by the ESC on 07/20/23 04:31 PM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 2

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,109.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	872.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,237.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,237.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,314.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,740.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	905.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	366.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	45.310
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.638
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	163.448
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	31.207
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	9.582
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	377.901
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	387.483
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	92.795%

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This report displays the data for SUMR 2022 - 2023 that was accepted by the ESC on 07/20/23 04:31 PM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 3

A.	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	108.0	218.5	2,074.0	2,349.0	2,137.0	2,093.0	2,396.0	0.0
C.	Total Days Absent	6.5	23.5	183.0	151.0	128.0	113.0	135.0	0.0
D.	Total Days Present	101.5	195.0	1,891.0	2,198.0	2,009.0	1,980.0	2,261.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	101.5	195.0	1,891.0	2,198.0	2,009.0	1,980.0	2,261.0	0.0
G.1	BE - Elig Days Bilingual/ESL	38.0	80.5	196.0	281.0	242.0	126.0	284.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,328.0	1,097.0	1,031.0	993.0	X	X
H.2	Early Ed Lang Elig Days	X	X	196.0	281.0	242.0	126.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	22.0	0.0	25.0	0.0	26.0	160.0	52.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.407	2.981	7.259	10.407	8.963	4.667	10.519	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.815	0.000	0.926	0.000	0.963	5.926	1.926	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	49.185	40.630	38.185	36.778	X	X
O.2	Early Ed Lang Refined ADA	X	X	7.259	10.407	8.963	4.667	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.845	0.019	2.452	0.719	0.603	2.914	2.802	0.000
S.	Regular Program Ref ADA	2.914	7.203	67.585	80.689	73.804	70.419	80.939	0.000
T.	Total Refined ADA	3.759	7.222	70.037	81.407	74.407	73.333	83.741	0.000
U.	Percent in Attendance	93.981%	89.245%	91.176%	93.572%	94.010%	94.601%	94.366%	0.000%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 3

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,375.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	740.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,635.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,635.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,247.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,449.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	845.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	285.0
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	46.204
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.556
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	164.778
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	31.296
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.354
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	383.553
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	393.907
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	93.495%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 4

A.	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	112.0	241.5	2,197.0	2,447.0	2,189.0	2,181.0	2,459.0	0.0
C.	Total Days Absent	8.0	28.0	134.0	130.0	90.0	99.0	82.0	0.0
D.	Total Days Present	104.0	213.5	2,063.0	2,317.0	2,099.0	2,082.0	2,377.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	104.0	213.5	2,063.0	2,317.0	2,099.0	2,082.0	2,377.0	0.0
G.1	BE - Elig Days Bilingual/ESL	37.0	90.5	223.0	301.0	270.0	139.0	297.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,411.0	1,156.0	1,071.0	1,052.0	X	X
H.2	Early Ed Lang Elig Days	X	X	242.0	306.0	270.0	139.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	27.5	0.0	27.0	0.0	53.0	157.0	78.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.321	3.232	7.964	10.750	9.643	4.964	10.607	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.982	0.000	0.964	0.000	1.893	5.607	2.786	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	50.393	41.286	38.250	37.571	X	X
O.2	Early Ed Lang Refined ADA	X	X	8.643	10.929	9.643	4.964	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.801	0.037	2.990	0.324	0.677	2.868	2.580	0.000
S.	Regular Program Ref ADA	2.913	7.588	70.688	82.426	74.287	71.489	82.312	0.000
T.	Total Refined ADA	3.714	7.625	73.679	82.750	74.964	74.357	84.893	0.000
U.	Percent in Attendance	92.857%	88.406%	93.901%	94.687%	95.889%	95.461%	96.665%	0.000%

NOTE: Detail may not add to totals due to rounding.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 4

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,826.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	571.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,255.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,255.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,357.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,690.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	957.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	342.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	48.482
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.232
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	167.500
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	34.179
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.279
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	391.703
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	401.982
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.172%

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 5

A.	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	112.0	262.0	2,184.0	2,464.0	2,181.0	2,181.0	2,478.0	0.0
C.	Total Days Absent	8.5	20.5	130.0	155.0	95.0	72.0	89.0	0.0
D.	Total Days Present	103.5	241.5	2,054.0	2,309.0	2,086.0	2,109.0	2,389.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	103.5	241.5	2,054.0	2,309.0	2,086.0	2,109.0	2,389.0	0.0
G.1	BE - Elig Days Bilingual/ESL	39.0	99.5	232.0	287.0	257.0	136.0	304.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,405.0	1,164.0	1,066.0	1,068.0	X	X
H.2	Early Ed Lang Elig Days	X	X	232.0	287.0	257.0	136.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	23.0	0.0	48.0	0.0	51.0	140.0	83.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.393	3.554	8.286	10.250	9.179	4.857	10.857	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.821	0.000	1.714	0.000	1.821	5.000	2.964	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	50.179	41.571	38.071	38.143	X	X
O.2	Early Ed Lang Refined ADA	X	X	8.286	10.250	9.179	4.857	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.852	0.039	3.043	0.329	0.737	3.803	2.463	0.000
S.	Regular Program Ref ADA	2.845	8.586	70.314	82.135	73.763	71.519	82.859	0.000
T.	Total Refined ADA	3.696	8.625	73.357	82.464	74.500	75.321	85.321	0.000
U.	Percent in Attendance	92.411%	92.176%	94.048%	93.709%	95.644%	96.699%	96.408%	0.000%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 5

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,862.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	570.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,292.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,292.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,354.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,703.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	912.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	345.0
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	48.375
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.321
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	167.964
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	32.571
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	11.265
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	392.021
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	403.286
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.195%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
This report displays the data for SUMR 2022 - 2023 that was accepted by the ESC on 07/20/23 04:31 PM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 6

	Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	128.0	283.0	2,464.0	2,816.0	2,560.0	2,483.0	2,848.0	0.0
C.	Total Days Absent	15.0	34.5	169.0	205.0	144.0	134.0	127.0	0.0
D.	Total Days Present	113.0	248.5	2,295.0	2,611.0	2,416.0	2,349.0	2,721.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	113.0	248.5	2,295.0	2,611.0	2,416.0	2,349.0	2,721.0	0.0
G.1	BE - Elig Days Bilingual/ESL	43.0	95.5	263.0	298.0	299.0	145.0	341.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,569.0	1,299.0	1,234.0	1,187.0	X	X
H.2	Early Ed Lang Elig Days	X	X	263.0	298.0	311.0	145.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	26.0	0.0	63.0	0.0	62.0	152.0	114.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.344	2.984	8.219	9.313	9.344	4.531	10.656	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.813	0.000	1.969	0.000	1.938	4.750	3.563	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	49.031	40.594	38.563	37.094	X	X
O.2	Early Ed Lang Refined ADA	X	X	8.219	9.313	9.719	4.531	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.840	0.038	3.006	0.733	1.040	4.122	2.441	0.000
S.	Regular Program Ref ADA	2.692	7.728	68.713	80.861	74.460	69.285	82.590	0.000
T.	Total Refined ADA	3.531	7.766	71.719	81.594	75.500	73.406	85.031	0.000
U.	Percent in Attendance	88.281%	87.809%	93.141%	92.720%	94.375%	94.603%	95.541%	0.000%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 6

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13,582.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	828.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,753.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,753.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,484.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	5,289.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	1,017.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	417.0
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	46.391
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	13.031
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	165.281
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	31.781
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.219
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	386.328
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	398.547
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	93.900%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Total Grade Summary

		EE	PK	KG	01	02	03	04	05
B.	Days Membership	714.0	1,443.5	13,471.0	15,296.0	13,699.0	13,568.0	15,426.0	0.0
C.	Total Days Absent	63.0	152.5	954.0	1,014.0	678.0	620.0	668.0	0.0
D.	Total Days Present	651.0	1,291.0	12,517.0	14,282.0	13,021.0	12,948.0	14,758.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	651.0	1,291.0	12,517.0	14,282.0	13,021.0	12,948.0	14,758.0	0.0
G.1	BE - Elig Days Bilingual/ESL	218.5	524.0	1,343.0	1,712.0	1,557.0	832.0	1,821.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	8,717.0	7,162.0	6,590.0	6,522.0	X	X
H.2	Early Ed Lang Elig Days	X	X	1,375.0	1,774.0	1,586.0	832.0	X	X
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	123.5	0.0	301.0	0.0	238.0	1,070.0	444.0	0.0
L.1	BE - Bil/ESL Refined ADA	1.255	3.006	7.673	9.826	8.913	4.756	10.416	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.710	0.000	1.689	0.000	1.359	6.109	2.522	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	49.812	40.924	37.678	37.275	X	X
O.2	Early Ed Lang Refined ADA	X	X	7.856	10.163	9.068	4.756	X	X
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.826	0.028	2.622	0.602	0.572	3.005	2.692	0.000
S.	Regular Program Ref ADA	2.893	7.358	68.913	80.996	73.830	70.992	81.637	0.000
T.	Total Refined ADA	3.719	7.387	71.535	81.598	74.402	73.997	84.329	0.000
U.	Percent in Attendance	91.176%	89.435%	92.918%	93.371%	95.051%	95.430%	95.670%	0.000%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Total Grade Summary

		06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73,617.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4,149.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	69,468.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	69,468.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,007.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	28,991.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	5,567.0
I.	Eligible Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,176.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	45.845
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.390
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	165.689
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	31.844
P.	Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1	Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2	Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3	Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R.	Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.348
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	386.619
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	396.967
U.	Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	94.363%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

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TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

	Action Codes													
Action Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
21 - St Code Conduct	0	0	0	0	7	4	0	0	0	0	0	0	0	11
Total	0	0	0	0	7	4	0	0	0	0	0	0	0	11

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Codes

Action Reason Code	14	15	16	17	25	26	Action Sub-Total *

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code	27	28	Action Sub-Total *

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

** NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Reason Code	Action Total
21 - St Code Conduct	11
Total	11

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Code Description
05 OOS Suspension
06 IS Suspension

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes:

Disciplinary Action Codes:

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

LEA-level Data

Campuses: 102

2022 - 2023 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	11
	Total	11

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

Nederland Independent School District

Grading Policy

Adopted May 2018
Updated June 28, 2023

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Introduction

This document is a living document and is subject to change. A committee shall be established to address any recommended changes. The committee shall consist of representation at all instructional levels. The committee will address any recommended changes to the grading guidelines according to the following process:

- Recommended changes will be sent in writing to the Assistant Superintendent for Curriculum & Instruction.
- The recommended change will be electronically transmitted to Grading Guidelines Review Committee members for their review and recommendation.
- The response and recommendation of each committee member will be sent to the Assistant Superintendent for Curriculum & Instruction.
- The decision will be sent to the person requesting the change.
- A list of all questions and answers will be recorded and kept with the district grading guidelines.

A special thanks to everyone who participated in the development of this document:

2018 Grading Guidelines Review Committee

Pre-K and Kindergarten	Holly Dainwood, Cindy Durden, Diane Gallier, DeeAnna Halbert, Donna Hayes, Robin Martin, Mari Vell
Grade 1	Kayla Doucette, Gina Hinson, Myndi Munoz, Cheryl Weaver
Grade 2	Cheryl Evans, T.K. McDuffie, Heather Saunders, Rebekah Snow
Grade 3	Tiffany Caywood, Geri Hotchkiss, Brittany Meshwert
Grade 4	Denise Bunger, Laura Enterline, Karen McGlothin, Jana Morgan
Elementary Resource	Rhonda Minter
Grade 5	Brandie Broussard, Jennifer Feltman, Bonnie Gaspard, Stephanie Hiltz, Robbi Hussey, Elizabeth Margolis, Heather Price, Haley Roccaforte, Jennifer Simmons
Grade 6	Kristan Daws, Stacie DeVries, Christi English, Jennifer Fahrion, Kathy Kowalik, Jana Lane, Ginger Meaux, Kristen Tate
Grade 7	Margaret Brinkley, Joanna Duchamp, Kelly Ellis, Susan Ellis, Shari Shirley, Amanda Thompson, Laura Zito
Grade 8	Jennifer Balsamo, Bill Decker, Treasure Francis, Shelley Friesz, Cynthia Jones, Judy Lott
Grades 9-12	Catherine Baker, Whitney Fowler, Sue Jordan, Steven Nelson, Stephanie Schlett, Alicia Spiegel
Principals & Coordinator	Principals: Tina Oliver, Sissy Yeaman, Kevin Morrison, Rosetta Morgan, Charlie Jehlen, Scott Clemmons, Dr. Steven Beagle Coordinators: Heather Barrow, Cindi Bordelon, Dr. Darrell Evans

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 STATEMENT

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.

NISD Philosophy/Beliefs

- All individuals have value
- Education includes the development of a strong work ethic, social responsibility, character education, and moral development
- Diversity is a strength
- Individual choices influence achievement and success
- Relationships are the foundation for teaching and learning
- Communication is vital to success
- Education is a family responsibility in partnership with community and school

Overview of NISD Grading Guidelines

Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well established grading standards, procedures, and policies.

NISD Grading Guidelines and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or is in need of help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

Parent

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student's homework and progress.
5. Help with, but do not do, homework and projects.
6. Communicate with teachers when concerns arrive.

Teacher

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through on-line gradebook, progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support for students who are failing or in danger of failing.
5. Provide tutoring for students who are failing or in danger of failing.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Definitions

Assessment	The process of gathering information that reflects levels of student achievement.
Authentic Assessment	A demonstration of performance of skills or knowledge in a real-life context.
Evaluation	The process of judging results of assessment.
Extra Credit	Extra points given for optional academic extension activities.
Final Exam	Assessment conducted at the end of a semester or school year designed to assess achievement in a particular field of knowledge.
Group Grade	One grade given to all students in a group for their overall performance/product.
Homework	(See definitions written by instructional level in Homework Guidelines subsection).
Independent Grades	Grades given for assigned student work other than tests (completed independently, without assistance) which are used for calculating grading period averages.
Independent Practice	Work/assignment given to a student to provide opportunity to reinforce skills.
Master	Verb – to become skilled or proficient in the use of, to achieve mastery or command of, to gain a thorough understanding, grasp, or knowledge of. In testing, (to master) means the student can demonstrate proficiency at a predetermined degree of success.
Performance Assessment	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned.
Portfolio	A collection of student work showing development of knowledge, understanding, and application of skills in a given curriculum area.
Project/Exhibit/Demonstration	Product used communicate understanding of a subject or area of learning.
Quiz	A short test given with **or** without prior warning.
Test	An example of an assessment device.
Unit	A specific topic within a course of study.
Unit Test	An assessment conducted at the end of a unit of study.

Uniform Conduct Grading Policy

Purpose

A conduct grade is meaningful information communicated to students and parents about a student's behavior in the school setting.

Belief Statement

We believe conduct grades are as important as academic grades because a student's behavior affects his/her academic achievement and the academic achievement of the other students as well.

Grades

The following letter grades will be assigned by the teacher for the student's conduct:

K-12 Conduct Grade

E - Excellent

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

Grading Policies

Belief Statement

Grading is the reporting of meaningful information about a student's mastery of the curriculum to students, parents, other campuses, universities, and employers.

Good Grading Practices

- A final grade is a collection of data that has been gathered during a grading period.
- A grade on a major unit test is to influence the final grade more than a quiz over a short assignment.
- Grades are to reflect a student's mastery of essential knowledge and skills.
- Guided practice is to precede assessments for which grades are given.

All teachers will submit to the principal a written explanation of his/her grading procedures at the beginning of the school year.

Establishing Grades within Instructional Levels

Evaluation should be planned to include a proper balance of formal and informal measures.

Formal assessments will consist of:

1. Major tests
2. Essays
3. Research projects or other works of applied knowledge
4. Teacher observation of psychomotor or affective domain in curriculum areas
5. Labs
6. Quizzes
7. Portfolios
8. Projects

Informal assessments will be derived from:

1. Daily work
2. Homework
3. Class discussions and observations
4. Group work
5. Labs
6. Individual oral assessments
7. Quizzes
8. Anecdotal records
9. Portfolios
10. Projects

Grades should reflect the student's relative mastery of an assignment [EIA (Legal)]. Actual assignment grades should be recorded in the grade book. Six weeks grades should be based on recorded quantitative data that is collected at frequent intervals. Teachers should record a minimum of 10 grades during each six weeks grading period, including at least two formal assessments, with the exceptions in the following areas: (a minimum # of grades in all categories)

- Elementary science/social studies (Grades 2-5) – teachers should record a minimum of 8 grades which includes two formal assessments each six weeks.
- Elementary ELAR (Grades 1-5) – teachers should record a minimum of 8 reading, 6 language arts, and 5 spelling grades each six weeks.

Student six weeks averages will be determined as follows:

- Elementary (K)
    - All grades will carry the same weight
- Elementary (1-2)
    - All grades will carry the same weight
    - ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling with formal and informal assessments in both
    - Kindergarten Bilingual classes grades consist of:
        - ELAR:
        - SLAR:
    - 1st Grade Bilingual classes grades consist of:

        - ■ ELAR: 4 reading, 2 grammar, and 2 spelling
        - ■ SLAR: 4 reading, 2 grammar, and 2 spelling
    - 2nd Grade Bilingual classes grades consist of:
        - ■ ELAR: 8 reading, 6 grammar, and 5 spelling
        - ■ SLAR: 8 reading grades
- Elementary (3–5)
    - 60% informal assessments (Math, Science, Social Studies)
    - 40% formal assessments (Math, Science, Social Studies)
    - ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling with formal and informal assessments in both
    - SLAR
- Middle School
    - 50% informal assessments
    - 50% formal assessments
    - NOTE: Courses taken for High School credit will be weighted
        - ■ 60% Formal
        - ■ 40% Informal (division of informal %)
        - ■ minimum # of grades in each section in math
- High School
    - 60% Formal Assessments
    - 40% Informal Assessments

- **NOTE**:
    - College level courses may be weighted 70% Formal Assessments/30% Informal Assessments at teacher discretion.
    - Co-Enrolled courses may be graded on a collegiate level.

Assigning Grades

Pre-K	Kindergarten	Grade 1	Grades 2-5	Grades 6-12
Skills based grading will be used in assessing students. **M** Most of the time **S** Some of the time **N** Not consistently demonstrating knowledge of the skill	Numerical grades will be used for ELAR, SLAR, and math. Letter grades will be used for science, social studies, handwriting, music, and physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, SLAR, and math. Letter grades will be used for science, social studies, handwriting, music, and physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, SLAR, math, science, and social studies. Letter grades will be used for ~~music and~~ physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for all subjects.

Numerical Grade Conversion:

A = 90-100
B = 80-89
C = 75-79
D = 70-74
F = 69 and below

Letter Grade Conversion:

E = Excellent	Mastered all taught skills
S = Satisfactory	Mastered most taught skills
N = Needs Improvement	Mastered some taught skills
U = Unsatisfactory	Has not mastered most taught skills

Homework Guidelines

Pre-Kindergarten
Homework is reviewing daily work and listening to oral stories with an adult.

Kindergarten - Grade 1
Homework includes reviewing assignments from the day and work assigned for the purpose of practice and reinforcement of skills.

Grades 2-12
Homework is any work to be completed at home. This may consist of incomplete classwork **or** specific work to be done at home for the purpose of practice and reinforcement of learned skills.

**Homework is an informal assessment.

Determining the Semester or Yearly Average

Kindergarten-Grade 5
Average the six grading period grades for the yearly average.

Grades 6-8
- Average the first, second, and third six weeks grades to determine the first semester average.
- Average the fourth, fifth, and sixth six weeks grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

Grades 9-12
- Average the first, second, and third six weeks grades to determine the first semester average.
- Average the fourth, fifth, and sixth six weeks grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

NOTE: Final exam grades will count 20% of the third six weeks grade and 20% of the 6th six weeks grade if students are required to take the exam.

Second Chances and Reteaching

Continuous reteaching occurs at all levels.

Teachers may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.
[EIA (LEGAL), TEC 28.0216]

Accommodations
Teachers will implement accommodations required by the LPAC, ARD, or 504 committees. These accommodations will be used to meet the various learning needs of their students.

Absences and Make up Work

Grades K-12
Students are required to complete work that is missed due to absences. Students will be allowed a **minimum** of one day for each day absent to make up work. High school students on a block schedule will be allowed a **minimum** of one class period day to make up work for every class period day absent. **Example**: Student is absent on Gold Day (Monday), student returns to class on next Gold Day (Wednesday), make up work from Monday is due Friday.

A teacher may use discretion in extenuating circumstances for absences and make-up work.

Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.

Extra Credit – All Grades

Extra credit may be assigned at the individual teacher's discretion and must be academic. If extra credit is offered, it must be offered to all students and only for enrichment. It is **not** a substitute for required work. Extra credit shall only count for a **maximum** of 5% of the overall six weeks average.

Bonus point questions on a test will be included on a test only if they are challenging, subject area relevant, and within the ability of a significant number of students.

Group Assignments, Individual Projects, and Cooperative Learning

All students benefit from instructional arrangements incorporating group activities and cooperative learning. When a group or individual project is assigned, clearly described criteria/rubric is to be established and provided for each student. Grades may reflect the amount of work completed by each student according to the established criteria/rubric, or grades may reflect one grade for the entire group based on quality of work.

Academic Dishonesty

Policy EIA (LOCAL) states that:

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parents and campus administrators **shall** be notified when a student is found to have engaged in academic dishonesty.

Grading Penalties

Late assignments may result in the maximum allowed credit listed below:
(Not applicable for Pre-K, K, or Grade 1)

(Grades 2-5)
Day 1 = -10 points
Day 2 = -20 points
Day 3 = -30 points

Extenuating circumstances may be left to the discretion of the individual teacher.

Secondary (Grades 6-12)
Day 1 = -15 points
Day 2= -30 points

After Day 1, Teacher may use discretion, but a grade of higher than 70 may not be issued. Co-enrolled, AP courses, and college level courses may adopt more rigorous penalties for late work.

Required Curriculum

NISD will provide instruction in the essential knowledge and skills of the appropriate grade levels in the foundation curriculum and the enrichment curriculum.

NISD will use the **TEKS RESOURCE SYSTEM** tools and resources.

Foundation Curriculum

- English Language Art and Reading
- SLAR

- Mathematics
- Science
- Social Studies

Enrichment Curriculum

- Career and Technology Education
- Fine Arts
- Health Education
- Languages other than English (LOTE)
- Physical Education
- Technology Applications

Nederland High School Exemption Policy

Fall Semester
The NHS Exemption Policy is designed to increase high achievement, improve regular attendance, and promote student awareness of personal responsibility and behavior.

Every student, in grades 9-12, has an opportunity to earn eight exemptions per semester. Students may earn exemptions for the following:

1. Perfect attendance for the 1st six weeks for all classes (see exceptions below)
2. Perfect attendance for the 2nd six weeks for all classes (see exceptions below)
3. Perfect attendance for the 3rd six weeks for all classes (see exceptions below)
4. No tardies for the 1st six weeks for all classes
5. No tardies for the 2nd six weeks for all classes
6. No tardies for the 3rd six weeks for all classes
7. No discipline that results in OCS or DAEP for the semester. (Students will earn either 0 or 2 exemptions for this criterion.)

** Students will not be able to use an earned exemption in any class where the student has a semester average below 75 or in any class where the student has 3 or more unexcused absences for the semester.

** Students must have a passing grade in the current six-weeks to use an exemption for that exam.

** For double-blocked classes meeting every day, two exemptions would be needed to opt out of that exam.

** If a student does not earn all 8 exemptions, he/she may choose which exams they will take. A form will be distributed to all students prior to the day of exams outlining the number of exemptions earned and how to denote the test (s) they will be taking.

All absences (excused or unexcused), including illness, count in the exemption policy, with the following exceptions:

- College Day visits with NHS verification form
- Religious Holidays
- Partial-day medical and dental appointments with documentation from a physician
- Absences of up to two days due to funerals of immediate family members (with proper documentation)
- Absences for school-sponsored student activities

Any student that qualifies for an exemption has the option to take a semester exam without fear of lowering their final average. The numerical average for the three-six week periods will be the semester grade if the student is exempt and does not take a semester exam.

Students who are exempt from taking exams will be released from school for the second half of the day during exams. Example: Students who are exempt from taking final exams must be in attendance at school for the first half of the exam day. Although exempt students must be in school and in class the first half of the day, these students do not have to take the semester exams. Students who are not exempt from exams must be in class and take exams.

The semester exam will count 20% of the last six weeks grade per semester.

The exam will be a comprehensive semester test.

Any non-exempt student who does not take an exam will receive a no credit grade for the exam and a discipline referral. Pre-approved, excused absences are the only exception to this rule.

Spring Semester
The NHS Exemption Policy is designed to increase high achievement, improve regular attendance, and promote student awareness of personal responsibility and behavior.

Every student, in grades 9-12, has an opportunity to earn eight exemptions per semester. Students may earn exemptions for the following:

1. Perfect attendance for the 4th six weeks for all classes (see exceptions below)
2. Perfect attendance for the 5th six weeks for all classes (see exceptions below)
3. Perfect attendance for the 6th six weeks for all classes (see exceptions below)
4. No tardies for the 4th six weeks for all classes
5. No tardies for the 5th six weeks for all classes
6. No tardies for the 6th six weeks for all classes
7. No discipline that results in OCS or DAEP for the semester. (Students will earn either 0 or 2 exemptions for this criterion.)

** Students will not be able to use an earned exemption in any class where the student has a semester average below 75 or in any class where the student has 3 or more unexcused absences for the semester.

** Students must have a passing grade in the current six weeks to use an exemption for that exam.

** Students must have a passing grade for the year to use an exemption for that exam.

** For double-blocked classes meeting every day, two exemptions would be needed to opt out of that exam.

** If a student does not earn all 8 exemptions, he/she may choose which exams they will take. A form will be distributed to all students prior to the day of exams outlining the number of exemptions earned and how to denote the test (s) they will be taking.

All absences (excused or unexcused), including illness, count in the exemption policy, with the following exceptions:

- College Day visits with NHS verification form
- Religious Holidays
- Partial-day medical and dental appointments with documentation from a physician
- Absences of up to two days due to funerals of immediate family members (with proper documentation)
- Absences for school-sponsored student activities

Any student that qualifies for an exemption has the option to take a semester exam without fear of lowering their final average. The numerical average for the three-six week periods will be the semester grade if the student is exempt and does not take a semester exam.

Students who are exempt from taking exams will be released from school for the second half of the day during exams. Example: Students who are exempt from taking final exams must be in attendance at school for the first half of the exam day. Although exempt students must be in school and in class the first half of the day, these students do not have to take the semester exams. Students who are not exempt from exams must be in class and take exams.

The semester exam will count 20% of the last six weeks grade per semester.

The exam will be a comprehensive semester test.

Any non-exempt student who does not take an exam will receive a no credit grade for the exam and a discipline referral. Pre-approved, excused absences are the only exception to this rule.

ESL Grading Guidelines

Introduction:

Students who are English Learners (ELs) are at different stages of English language acquisition. While EL students, as all other students, are responsible for mastery of the Texas Essential Knowledge and Skills (TEKS), ***it is imperative to recognize the critical processes and features of second language acquisition***, including the cognitive, affective, and linguistic domains, that impact academic success. It is imperative that teachers of EL students provide appropriate instruction, which will enable students to meet the state's expectations.

Nederland ISD and its teachers will be flexible with methods allowing English Learners (EL) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English. In assessing EL students for mastery of the TEKS, teachers **will accommodate the instructional methods, pacing, and materials** allowing English Learners (ELs) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English.

State requirements:

- ***TAC 89.1210a:*** *Each school district required to offer a bilingual education or English as a second language (ESL) program shall provide each English learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district* ***shall accommodate the instruction, pacing, and materials*** *to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills and English language proficiency standards (ELPS). Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area. To be effective July 15, 2018*
    - *(1) A bilingual education program of instruction established by a school district shall be a full-time program of dual-language instruction (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under Texas Education Code (TEC), §29.055(a).*
    - *(2) An ESL program of instruction established by a school district shall be a program of intensive instruction in English in which ESL teachers recognize and address language differences in accordance with TEC, §29.055(a).*
- ***TAC 89.1210(e):*** *Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.*
- ***TAC 89.1210(f):*** *In subjects such as art, music, and physical education, English learners shall participate with their English-speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a language other than English. The school district shall ensure that students enrolled in bilingual education and ESL programs have a meaningful opportunity to participate with other students in all extracurricular activities.*

ESL Grading Guidelines:
It is very important for teachers of ESL students to understand and differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language and academic vocabulary that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. Due to the demands of learning a new language in addition to academic content, the student may have more difficulty in mastering the content area vocabulary, concepts and material.

Some assessment instruments are not appropriate for assessing academic knowledge of ESL students unless the course has been modified to reduce demands on English language proficiency. Some assessment instruments for content mastery assume native proficiency in English in addition to knowledge of the content area. ESL students may score lower on exams for the following reasons:

1. Students may be unable to use English as a medium of thought.
2. Students may require extra response time due to conceptual processing requirements in English.
3. Students may be unable to understand the content-area vocabulary or syntax.
4. Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher should and is expected to design tests/assessments for ESL students that have reduced demands on English language proficiency by:

1. Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. ~~(~~The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.~~)~~
2. Ensuring that grammatical constructions are uncomplicated by lengthy sentences. ~~(~~Students can concentrate more on the curriculum if they are not required to process long and complex sentence structures.~~)~~
3. Being aware of cultural differences that might make a difference.
4. Providing appropriate linguistic accommodations.

New Immigrant Students (Elementary and Middle School Only):

During the first two grading periods of school in the U.S., when assigning a numeric grade for a content area is based on accommodated work due to the language barrier, a sticker will be placed on the student's report card to indicate the grade is modified due to participation in the ESL program.

After an ESL student has been in attendance in a U.S. school for two grading periods, grades are given for all subjects and comments must be written about the student's progress according to district benchmarks.

When receiving accommodated grades in content areas, ESL students should have equitable access to grade level TEKS commensurate with their level of academic English. All ESL students are expected to receive linguistic accommodations and modifications in order to make content area instruction meaningful and comprehensible.

Promotion and Retention of English Language Learners (ELs):

- EL students making **satisfactory progress** in acquiring English language proficiency and grade-level academic skills should be promoted.

- The expectations of grade-level TEKS apply to the English Learners at their level of English proficiency. Instruction, pacing, and materials should be modified by using ESL strategies/accommodations to ensure that limited English proficient students have a full opportunity to master the TEKS of the required curriculum. The use of ESL strategies/accommodations in instruction and assessment should not impede students' grade promotion. *(19 TAC 89.1210(a))*
- ELs who are administered STAAR are subject to HB1416 requirements.
- If students demonstrate progress in English language acquisition, as documented by TELPAS, and have shown academic progress at their level of language proficiency, then students **should not be retained**.
- Students who fail to make academic progress ***and*** fail to make progress in English language acquisition ***may*** be retained when documentation of accommodations in instruction, pacing and materials, ***and*** documentation of the use of appropriate ESL teaching strategies support the decision to retain. **Retention is appropriate only when extensive accommodations have been unsuccessful as docuLPAC process.**

Grade Placement for Students Entering U.S. Schools:

Students who enter U.S. schools late in the academic year ***and*** are *Non-English* speaking do not have to automatically be placed in the age-appropriate grade. When making placement decisions Administrators should use data from the TEA approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced assessment and consultation of the LPAC Committee should be considered.

Parent Denials for Participation in Bilingual/ESL Programs:

Expectations for the English Learners, whose parents have waived the right to participate in the ESL or Bilingual Program, are to be the same as regular education students. The waived students will be graded according to regular education grading guidelines, not EL grading guidelines. Waived students will also participate in all TELPAS assessment processes and assessments.

Highland Park Elementary

Parent and Family Engagement Policy
ESSA Section 1116
2023-2024

1. Highland Park Elementary shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
   Section 1116 (b)(1) & (e)(5)

   Highland Park's PFE policy is reviewed and revised each year in May by our Campus Performance Objectives Council (CPOC), which consists of parents, community members, and staff. The revised PFE is submitted and approved by our Campus Performance Objectives Council (CPOC) the following September.

   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.

   Documents including Student Handbook and Acknowledgement, Code of Conduct, the Parent & Family Engagement (PFE) Policy and School-Parent Compact, registration information and forms, residency affidavits, and power of attorney forms are provided for parents in both English and Spanish as needed.

   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.

2. Highland Park shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1).

Highland Park will hold an Open House on September 11, 2023 at 6:00 to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and curriculum. The principal and teacher will conduct the meeting. Parent-teacher conferences may be scheduled to fit the individual needs of each student. Conferences are scheduled for September 26-28, 2023. Highland Park also invites parents to participate in the review and revision of the Campus Improvement Plan and Parent and Family Engagement Policy. This meeting will be conducted by the principal on October 6, 2023. Parents are notified of the meeting through our marquee, newsletters, flyers, communication apps, and social media.

3. Highland Park shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Our school wide community meetings are held at different times and/or days to accommodate families. Information discussed is also shared in our monthly newsletter, social media, communication apps, and emails. The campus will coordinate with the district administration office to help provide transportation, childcare, or home visits, when requested. Please provide verbal or written notice to the campus principal 3 days prior to the event if you need transportation, childcare, or a home visit.

4. Highland Park shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Highland Park invites parents to participate in the review and revision of the Campus Improvement Plan and Parent and Family Engagement Policy. This meeting will be conducted by the principal on October 6, 2023. Highland Park encourages participation in the Highland Park Elementary School Parent-Teacher Association (PTA) to create an opportunity for parental input and involvement in numerous activities. Highland Park Elementary will also invite parents to serve on the Campus Performance Objectives Council (CPOC). We are continually seeking parents who would like to serve in this capacity or on other committees that have decision-making responsibilities. If you are interested in serving, please contact the school at 409-722-0236 or email at cdainwood@nederlandisd.org.

5. Highland Park shall provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond

to any such suggestions as soon as practicably possible;
Section 1116 (c)(4)

Communications are shared through monthly campus newsletters and classroom communication apps. School and district websites, social media, and call outs are also utilized to inform parents of school events. Teachers send notes, newsletters, memos, and graded work home in a folder with every student in grades Kindergarten through 5th in a timely manner to the parents. Folders must be returned to the school daily. Agenda books are used in Grades 3-5 for parent, teacher, and student communication as well.

Our curriculum is developed and supported by teachers and staff across the district. Highland Park communicates with parents regularly to relay Texas Essential Knowledge and Skills (TEKS) and assessment expectations, school requirements of the delivery of instruction, and the routines in place to ensure academic success of students.

We administer screeners, checkpoints, and benchmarks including BOY, MOY, and EOY to measure growth, and campus based common formative assessments to measure students' progress throughout the year. These assessments help our teachers identify areas students are struggling in and need remediation. Teachers also administer teacher created assessments throughout the various units of instruction to guide their planning and implementation of future material. The state assessment, STAAR, is administered to students at the end of the school year in Grades 3-5.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

Parents will be able to access the Campus Improvement Plan through our website once it is improved by our Campus Performance Objectives Committee (CPOC). Any comments or concerns regarding the Campus Improvement Plan can be sent to cdainwood@nederlandisd.org.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Highland Park Elementary shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Teachers will provide timely feedback on grades and performance to help assist parents in supporting their child. Progress reports and report cards will be sent home to parents. Grades are also accessible through the Home Access Center on the Nederland ISD website.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

Open House and Parent Conferences are scheduled to provide information for parents. Information regarding these meetings will be provided to parents in our school newsletters, email, social media, communication apps, and the marquee.

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Teachers and Staff participate in book studies, led by staff, focusing on parent and family engagement, and other professional development opportunities offered through Nederland ISD and Region 5. Our staff collaborates with other professionals in the district to bring best practices to Highland Park. Parents are able to provide input in needed training through surveys and questionnaires.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

Highland Park Elementary serves preschool age students in our Preschool Education Program (PEP), a full inclusion program serving students with special needs alongside their non-disabled peers. Highland Park utilizes the Frog Street Curriculum which is a research based program designed to meet the Texas Prekindergarten Guidelines for early learning. Each child has the opportunity to use the Waterford Smart Start computer program each day. Waterford reinforces early learning skills across the curriculum. Student progress is formally assessed three times a year using the CLI Engage progress monitoring tool. Our PEP program strongly encourages parent involvement. Parents are invited to participate in a variety of activities throughout the year. During the fall semester, the district hosts a prekindergarten parents' night to highlight the Waterford Smart Start home component as well as early literacy skills.

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

All parents are afforded the opportunity to be involved in their child's school. Programs supporting parental involvement activities requested by parents include additional parent/teacher conferences upon the request of the parent. If a special need is identified that would help a parent more fully understand the educational process and academic progress of their child, assistance will be provided.

Highland Park Elementary | **'23-'24**

Title 1 Parent –School Compact

The faculty and staff of Highland Park Elementary School believe that parental involvement in the educational activities of the school is essential to a student's success. This compact is a partnership to support students in the learning process.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my abilities:

- I will teach all necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.

The Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parent(s)/guardian(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return the corrected work to my parent(s)/guardian(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

The Parent's/Guardian's Pledge:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Parent Conferences and Open House.

*Parent's Signature*_____ *Date*_____

The Principal Pledge:

I support this form of parental involvement. Therefore, I shall strive to do the following:

- I will provide an environment that allows for positive communication between teacher, parent and student.
- I will encourage teachers to provide homework assignments that will reinforce classroom instruction.

*Principal's Signature*_____ *Date*_____

ECR Writing Workshop

with Carlin Liborio

Online Course Outline

Module 1: ECR Basics and Best Practices

- Saying and Writing Complete Sentences
- Using 4-squares for increased comprehension
- Restate and Answer Questions (Say it/ Write it)
- Introducing the RAC planner for SCRs
- Introducing the RACES basic planner
- How to Explain
- Add the S - Sum it Up (or Conclusion sentence)
- Go back and add more relevant evidence & explain it

Module 2: How to Get High Scoring Essays

- Quick look at the rubric
- Differences between high scoring and low scoring ECRs
- Revising and Editing ECRs
- Word Referents, Transitions, and Word Choice
- Elaborating and Expanding Short Simple Sentences
- Writing Conferences and Small Groups
- Scoring Essays with Students
- Integrating Reading and Writing in ALL subjects - Station Ideas!

Module 3: Hands-on Revising & Question Sort

- Hands-on Revising Questions
- Question Sort

End of Course Certificate & Feedback

Fill out the Google Form & send me an email for your certificate!

BONUS* CONTENT!

***BONUS* - ECR Types - Informational and Argumentative**

What is an informational ECR? Examples of Informational ECRs, Fiction, Nonfiction, Fables, Drama, Poetry, Paired Passages, etc. and teaching ideas!
What is an argumentative ECR? Examples of Argumentative ECRs and teaching ideas!

***BONUS* - MORE Revising and Editing & New Question Types**

Strategies for tackling revising questions and analyzing 4th, 7th, and H.S. questions
Editing Questions, Strategies, and Resources
Introduction to the new STAAR question types

***BONUS* - ECRs for Intervention and Online Accommodations**

Online Accommodations
How to help Sped, RTI, 504, dysgraphia, dyslexia, and below grade level students with ECRs

***BONUS* - Updates - I will add new topics here!**

ECR Sample Lesson Plan

Reading Comprehension - Small Group Poetry

Directions:

You will have lifetime access to the course with all modules and lessons plus BONUS lessons! Modules 1-3 have everything you need to know to help your students to be successful with ECRs and STAAR.

The bonus lessons are optional. You may want to go back and check those out sometime during the school year.

Feel free to go back and rewatch any of the lessons as needed. Work at your own pace. These notes are available if you would like to print them, highlight and write on them. There are also handouts below the notes that you can print (4-square, planners, and more)!

Each lesson has a video at the top that will take you through the lesson. Under the video, you will see a copy of the slides, any handouts, resources, links, etc.

There will also be a discussion question on most lessons that you will answer. Feel free to read other teachers' comments as well. This is the "participation" part of the online course in addition to watching the videos.

Please type a comment or email me at any time if you have any questions. I'm here for you! :) Carlin@CarlinLiborio.com

At the end of the course, you will see a feedback survey. Please fill that out and send me a quick email to let me know when you have finished the course. I will send you a certificate of completion.

Check back as I will post BONUS updates to the course. For example, I just added a lesson on poetry for small groups and ECR pacing!

I hope you enjoy the course, and that it helps you and your students!

Thank you,

Carlin Liborio

https://CarlinLiborio.com

TPT Store: "Carlin Liborio"

https://www.teacherspayteachers.com/Store/Carlin-Liborio

Join me!

Facebook & YouTube:

"Teaching RLA with Carlin Liborio"

DETAILED OUTLINE
with NOTES

Module 1: ECR Basics and Best Practices

*Saying and Writing Complete Sentences

- Picture books
- Complete sentences
- Expanding simple sentences
- Explicitly teach combining sentences
- Scarborough's Rope - Science of Reading

*Using 4-squares for increased comprehension

- Model-Shared-Group-Independent & Small Groups
- Fiction, Nonfiction, and Poetry 4-squares
- Explicitly teach text structures (Science of Reading)
- **What did you notice? How might implementing 4-squares in your classroom help students with ECRs?**

_____

_____

_____

- 4-squares and testing
- **1.5 min. Video of students Collaborating on a 4-square - What did you notice?**

_____

_____

*Restate and Answer Questions (Say it/ Write it)

- Start this skill orally with read aloud books
- Model using the key words from the question
- Cross out question words
- Dissect the prompt
- Single and Double Questions
- Identify keywords
- Rephrase the question in your own words
- Examples & Color-Coding
- SCR Q & A Puzzles - new resource!

*Introducing the RAC planner for SCRs

- Use RAC planner with sentence starters
- Start off using read aloud books
- Start by using a short paragraph
- Group or pair students
- R/A plus find the evidence/proof
- Highlight or underline evidence
- Use 3 colors to underline R/A/C
- Model - Shared - Group - Independent
- Turn and talk
- Use paper passages in the beginning
- Model quoting and paraphrasing
- Magazines, books, poetry, and articles
- Spiral in independent work/stations all year long
- Integrate writing with all subjects

*Introducing the RACES basic planner

- Start simple - add the E and S to the SCR
- Sentence starters
- Examples of student writing - basic
- Introduce more Cs and Es for students when they are ready (differentiate by encouraging the use of different planners for each student)

*How to Explain

- Model exemplar examples
- Color-Coding
- Hands-on Revising to introduce ECRs
- **6 min. Video - Hands-on Revising**
- **Hands-on Revising ECRs**
- Questioning
- **10 min. Video - Conferencing & How to Prompt Students to Explain**
- **What did you notice? What questions does the teacher ask in the video to get the student to explain?**

_____

_____

_____

_____

- Conferencing - How and when?

*Add the S - Sum it Up (or Conclusion sentence)

- Add a transition
- Add definitive words/phrases
- Word Referents (synonyms)
- Rearrange/rephrase
- Repeat model-shared-group-independent for each genre

*Go back and add more relevant evidence & explain it

- Differentiate
- Try clipboards, digital planners, digital passages, and paper passages
- Meet students where they are/individual goals

You finished Module 1!! Happy Dance!!!

Module 2: How to Get High Scoring Essays

*Quick look at the rubric - **What are the differences in each score point?**

_____

_____

_____

_____

*Differences between high scoring and low scoring ECRs

- Data Reflections
- Patterns in zeros-2s (0-4s doubled)
- Patterns in 3s (6s doubled)
- Patterns in 4s and 5s (8s-10s doubled)

Reflect on patterns. What specific mini-lessons do you see a need for?

_____

_____

*Revising and Editing ECRs
- What's the difference between editing and revising?
- What's involved in revising?
- Model revising, self-revising, and peer-revising
- Lots of conferencing!
- Hands-on Revising and Post-it notes
- Writing Non-negotiables
- MINTS
- Keyboarding
- TIPS

*Transitions, Word Referents, and Word Choice
- Transitions
- Word Referents
- Word Choice

*Elaborating- Conferencing Videos

*Writing Conferences and Small Groups
- ***6 min. Video (if time)- ECR Puzzles - Directions - What did you notice about small groups in the video?**

_____

_____

***Hands-on ECR Puzzles**

*Scoring Essays with Students
***Scoring Color-Coding Activity- Jr. Park Rangers -use the colors, cheat sheet, and checklist**
***How did using the colors help you to understand the essay parts and the score?**

_____

_____

*Integrating Reading and Writing in ALL subjects - Station Ideas!
- Rigor
- Station examples
- Tips & Tricks
- Projects
- Freebies
- Integrating Reading and Writing in all subjects

You finished Module 2!! Happy Dance!!!

Module 3: Revising Questions & Question Sort

*Slides/Videos of students

***Hands-on revising questions - How do you think these could help students with challenging hands-on revising questions? What were your observations?**

_____

_____

Question Sort

***How can the question sort and practicing on Cambium help your students with the new STAAR question types? Which activities will you take back to your classroom?**

_____

_____

You finished Module 3!! Happy Dance!!!

Feedback Survey - Please fill out the Google Form online. I appreciate your feedback!

Send me an email when you finish with the course, and I will send you a certificate of completion. Carlin@CarlinLiborio.com

---

***BONUS* - Informational vs Argumentative ECRs**

Reflect on what are some of the differences between argumentative and informational ECRs?

_____

_____

***BONUS* - More Revising and Editing & Question Types**

Takeaways?

_____

_____

***BONUS* - Intervention and Online Accommodations**

This is a review of online accommodations, and ideas for intervention students, but was there anything that you did not realize or something that you learned more about?

_____

_____

***BONUS* - UPDATES**

***Any takeaways?**

_____

_____

NONFICTION 4-Square

Title: Genre: Author's Purpose: Bold Words:	Text Features & Explain each: Text Structure: Message/Lesson:
Jots 1. 2. 3. 4.	Jots 5. 6. 7. 8.

NONFICTION 4-Square - SPANISH

Título: Género: Propósito del autor:	Características del texto y explica a cada uno: Palabras subrayadas: Mensaje/Lección:
Subtítulos y anotaciones 1.	Subtítulos y anotaciones 5.
2.	6.
3.	7.
4.	8.

FICTION 4-Square

Title: Genre: Author's Purpose: Bold Words:	Characters - Setting -
Message- Inferences-	Problem - Solution -

POETRY 4-Square

Title: Genre: Author's Purpose: Bold Words:	#Lines - #Stanzas- Feeling/Mood- Message/Theme-
Stanza Jots:	Figurative Language

Short Constructed Response

SCR Planner

R **A**	Restate and Answer the question (big idea)	_____ _____
C	Cite Text Evidence The author says... It says.... In paragraph 2 it says.... The text states....	_____ _____ _____ _____

SCR Planner

R **A**	Restate and Answer the question (big idea)	_____ _____
C	Cite Text Evidence The author says... It says.... In paragraph 2 it says.... The text states....	_____ _____ _____ _____

ECR – Basic Planner

R **A**	Restate and Answer the question (big idea)	
C	Cite Text Evidence The author says... It says.... In paragraph 2 it says.... The text states....	
E	Explain Add your thoughts This shows.... This means.... The evidence proves.... This evidence shows me.... I believe.....	
S	Sum it up Conclusion sentence In conclusion To sum it up	

ECR – Basic Planner –Spanish

R **A**	Repite y Ahora responde la pregunta (en forma de oración enunciativa)	
C	Cita la evidencia (menciona donde encontraste los ejemplos y detalles en el texto) El autor dice.. El texto menciona.... En el párrafo ___ menciona que....	
E	Explica (agrega tus pensamientos) Esto muestra.... Esto quiere decir.... La evidencia prueba que... Creo que...	
S	Sumario (resumen) En resumen...., En conclusión.. Como pueden ver....	

ECR Planner – 2 Cs and 2 Es

Restate and **A**nswer the question (big main idea)

_____

Cite Text Evidence

The author says... It says....
In paragraph 2 it says....
The text states.... The text says...

_____

_____

_____

Explain- Add your thoughts

This shows.... This means....
The evidence proves.... I know that...
This evidence shows me.... I believe.....

_____

_____

_____

Cite Text Evidence

The author says... It says....
In paragraph 2 it says....
The text states.... The text says...

_____

_____

_____

Explain- Add your thoughts

This shows.... This means....
The evidence proves.... I know that...
This evidence shows me.... I believe.....

_____

_____

_____

Sum it up -Conclusion sentence

In conclusion.... To sum it up...

_____

ECR Planner – 3 Cs and 3 Es

Restate and **A**nswer the question (big main idea)

_____

Cite Text Evidence #1

The author says... It says....
In paragraph 2 it says....
The text states.... The text says...

_____

_____

_____

Explain #1- Add your thoughts

This shows.... This means....
The evidence proves.... I know that...
This evidence shows me.... I believe.....

_____

_____

_____

Cite Text Evidence #2

The author says... It says....
In paragraph 2 it says....
The text states.... The text says...

_____

_____

_____

Explain #2- Add your thoughts

This shows.... This means....
The evidence proves.... I know that...
This evidence shows me.... I believe.....

_____

_____

_____

Cite Text Evidence #3

The author says... It says....
In paragraph 2 it says....
The text states.... The text says...

_____

_____

_____

Explain #3- Add your thoughts

This shows.... This means....
The evidence proves.... I know that...
This evidence shows me.... I believe.....

_____

_____

_____

Sum it up -Conclusion sentence

In conclusion.... To sum it up...

_____

ECR Argumentative Planner

Restate and **A**nswer the question (clearly state your **O**pinion)

Summarize **R**EASONS

Reason #1 First of all, Firstly,	**C**ite Text Evidence The text says... In paragraph ___ it says	**E**xplain This shows...This proves...This means...
Reason #2 Secondly, Also,	**C**ite Text Evidence	**E**xplain
Reason #3 Finally, Lastly,	**C**ite Text Evidence	**E**xplain

Sum it up -Conclusion sentence (clearly state your **O**pinion)

Summarize **R**easons /Use **D**efinitive **W**ords

*Use Transitions at the beginning of sentences
to make the writing connect and flow from one idea to the next.

Scoring Cheat Sheet:

Organization/ Ideas:

(0-3)

0 = No central idea/ controlling idea/thesis Did NOT answer the question correctly OR Copied Answer **LACK OF UNDERSTANDING**
1= Has a central idea, but evidence does not support or is vague (may or may not have intro/conclusion) **LIMITED UNDERSTANDING**
2= Has central idea, evidence supports the central idea, but not explained well (has intro/conclusion) **PARTIAL UNDERSTANDING**
3= Central idea, evidence supports, explained well/original writing, and has word choice & transitions (has intro/conclusion), evidence is drawn from at least 1 text (3-5)/ evidence is drawn from both texts (6 & up) **THOROUGH UNDERSTANDING**

Conventions:

(0-2)

0 = Scored a zero for organization/ideas OR lots of errors and it is hard to read and understand. **Little to no command** of grade level conventions.
1= Did not write enough to score the conventions (ratio of length to errors) OR lots of errors, but it can be understood. **Inconsistent command** of grade level conventions.
2= Has a few mistakes, but it does not impact the clarity. **Consistent command** of grade level conventions.

3 organization/ideas + 2 conventions = 5 total

Two people score it = 10 points total possible

Ex: Person #1: 2 (Org) + 1 (conv) = 3 / Person #2: 2 (org) + 2 (conv) = 4

= 7 points earned out of 10

Extended Constructed Response Checklist **(5 pts. X 2 scorers = 10 pts.)**	
Does it have a **CENTRAL IDEA**? (Did it answer the question correctly without copying?)	
Does it have an **INTRODUCTION** and **CONCLUSION**?	
Does it have an organizational **STRUCTURE**? (RACES)	
Does it have **TRANSITIONS** that connect the ideas without sounding awkward or overused?	
Is everything **CONNECTED** back to the **CENTRAL IDEA** in a logical way?	
Is the **EVIDENCE** relevant and does it support the **CENTRAL IDEA**?	
Is the evidence **EXPLAINED** clearly (HOW/WHY) with complex and compound sentences?	
Is there specific and purposeful **WORD CHOICE**?	
Is the writing **CLEAR** and easy to follow?	
Does it show a **THOROUGH** understanding of the writing purpose?	
Does it have a consistent command of grade-level appropriate **CONVENTIONS**? Sentence Construction Punctuation Capitalization Grammar Spelling	
Does it have a few errors, but it does not impact the clarity?	

Scoring Activity

Underline: Central idea (R/A, S) =RED C = blue E = green Transitions = orange

Then look at the rubric and the checklist.

Did they answer the question correctly?

Is the evidence relevant?

Did they explain clearly?

Does it have good word choice and transitions?

Sample 5 (10 doubled) ECR written by a real 4th grader:

I think the "Junior Park Rangers" benefits kids in Texas by teaching them about nature,being adventurous, and having fun.

First, they teach them about nature.In paragraph 3 it says, "Each park is rich with animals, rocks, flowers, and plants. Each park offers a unique experience for young explorers." This proves that they teach you about the outside world by taking a trail with a journal. by that, kids learn about nature

Secondly, they teach you how to be adventurous. In paragraph 5 it says, " You may choose to interview a ranger, explore a trail, complete a game, or answer about the park. If you're young you do fewer activities, but if you're older than 10 you do more activities." This shows that they teach you to explore the parks which is
good for kids because it lets them go outside and have fun.

Finally, it teaches kids to have fun. In paragraph 9 it says, " What's it like to earn a junior badge? It's fun! says molly. Bryan Hein agrees. It's a great opportunity for our young ones to learn he culture of our parks." This shows that they teach kids to have fun with adventures and activities. This makes kids have fun and a good day.

This all proves that the Junior Rangers Program benefits kids by teaching them about nature, being adventurous, and having fun.

Campus Summary: 2022-2023 CKH Premium Survey
Highland Park Elementary School (Elementary)

District:
Nederland Independent School District

Primary Contact:
Charlee L. Dainwood
cdainwood@nederlandisd.org
(409) 284-7782

Strategist:
Anna Beth Garrison

Premium (Huddles):
Yes | (Attended: **7** | Possible: **7**)

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.9	3.8	4.6	4.2	4.3
NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline
4.1	4	4.1	4.5	4	4

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Capturing Kids' Hearts (CKH) Implementation (Leader) - 1 Survey Response(s)

Score	Baseline	Statement / Question
4.9	4	AVERAGE Score for Implementation (Leader) Survey Statements/Questions
5	4.9	I greet staff and students with a smile and positive tone as they enter the building, attend a meeting (in person or online), or walk the hallways.
5	3.5	I plan for and use Engage activities to allow for connection and to build relational capacity between campus staff and students.
5	3.7	Students are empowered to assist in classroom and/or campus greetings.
4	4.6	I (or designees) start each staff and faculty meeting by asking individuals to share Good Things and use follow-up questions.
5	4	I have a process to assess and follow up on the needs of campus staff.
5	3.7	Campus staff are empowered to lead Good Things, ask follow-up questions, and lead celebrations.
5	4.1	I express care and interest to campus staff by planning and providing activities for recognition and affirmation throughout the campus.
5	4.2	I address conflict quickly to resolve differences and use the Social Contract when appropriate.
5	4.6	I communicate expectations and hold campus staff accountable for the implementation of CKH Processes.
5	3.7	Students and staff are empowered to give verbal and/or written affirmations to other students and staff across campus.
5	4	Campus staff and I have developed and posted a staff Social Contract, and I seek feedback concerning how we are abiding by it.
5	4	I empower the Process Champions (or CKH Leadership Team) to serve and support the implementation of Capturing Kids' Hearts.
5	3.8	The campus leadership team utilizes the CKH Discipline Model for students to behave back into their classrooms.
5	3.7	Across our campus, I observe students empowered to serve as Social Contract Raters and Class Ambassadors introducing visitors to Social Contracts and explaining their purpose.
5	4.4	I use Launches or short motivational messages to end and send at the conclusion of meetings and activities.
5	3.7	I empower campus staff to end meetings and activities with Launches.

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Capturing Kids' Hearts (CKH) Implementation (Teacher) - 25 Survey Response(s)

Score	Baseline	Statement / Question
3.8	4.1	AVERAGE Score for Implementation (Teacher) Survey Statements/Questions
4.8	4.9	I greet my students with a smile and positive tone as they enter the classroom or enter a virtual classroom each day.
4	4	I plan for and use Engage activities to create student connections and to build relational capacity.
3.3	4.1	My students are empowered to assist in greeting students entering the classroom.
3.4	4.3	I start each class period (3-5 mins) by asking my students to share Good Things or celebrations.
4	4.6	I plan for and express care and interest for my students by asking follow-up questions about Good Things they have shared.
4.2	4.5	I have a process to assess and follow up on the needs of my students.
4.6	4.5	I explore the needs of my students and intentionally accommodate and equip them.
2.9	3.5	Students are empowered to lead Good Things, ask follow-up questions, and lead celebrations.
4.2	4.1	I express care and interest in students by planning and providing activities for recognition and affirmation.
4.6	4	I address conflict quickly and use the Social Contract when appropriate to resolve differences.
3.7	4	Students are empowered to give verbal and/or written affirmations to other students and staff members in the classroom and on campus.
4.9	4.9	My students and I have developed and posted a class Social Contract and refer to it.
3.6	3.9	I use Social Contract Raters and Affirmers to seek feedback.
4	4.1	I use non-verbal signals (to bring the class to attention or stop side-bar conversations), which help promote a self-managing classroom.
4.2	3.8	When students do not self-manage, I use the Social Contract and the CKH Discipline Model to address behavioral issues.
2.6	3.7	Students are empowered to serve as Social Contract Raters and Class Ambassadors and can introduce visitors to the Social Contract and explain its purpose.
3.3	3.6	I ensure that students are dismissed with a Launch or short motivational message.
2.8	3.5	Students are empowered to end class with a Launch or short motivational message.

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Culture and Climate (Teacher and Staff) - 27 Survey Response(s)

Score	Baseline	Statement / Question
4.6	4.5	AVERAGE Score for Culture and Climate (Teacher and Staff) Survey Statements/Questions
4.7	4.5	Our campus leadership team demonstrates professional respect for campus staff.
4.6	4.4	Our campus leadership team seeks to help campus staff with things needed to do their jobs well.
4.5	4.3	The principal provides opportunities for campus staff to give input about campus decisions.
4.5	4.5	The principal encourages an atmosphere of collaboration amongst campus staff.
4.5	4.6	Fellow campus staff and I help each other be effective in our classes and/or across campus.
4.6	4.5	Campus staff treat each other with respect during personal interactions.
4.4	4.1	If conflicts arise between campus staff, they work together to resolve differences quickly.
4.5	4.3	Campus staff look for ways to build each other up instead of putting each other down.
4.3	4.3	Staff recognition is built into the campus culture.
4.5	4.4	I feel like I belong at this campus.
4.6	4.3	I would describe the culture on my campus as relational.
4.6	4.6	Generally, I feel comfortable on my campus.
4.6	4.5	I enjoy working at this campus.
4.8	4.8	Generally, I provide personal encouragement to our students.
4.8	4.8	If our students have a problem, they know I would be willing to help them.
4.7	4.7	Generally, I help our students feel hopeful about their future.
4.9	4.9	I believe having good relationships with our students is important for their success.
4.9	4.9	I think it is important for our students to have a positive learning experience.
4.8	4.7	When students are absent, I tell them that they were missed.
4.7	4.8	I believe that all of my students have the potential to do well this year.

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Student Survey (Primary) - 289 Survey Response(s)

Score	Baseline	Statement / Question
4.2	4	AVERAGE Score for Student Survey (Primary) Statements/Questions
4.5	4.5	My teachers greet me with a smile as I enter class each day.
4.2	3.8	My teachers use activities to create connections and relationships with my classmates and I.
3.5	4	I have one or more teachers who know more about me than my grades.
4.3	4	My teachers or students ask questions about Good Things we have shared.
3.6	3.7	My teachers ask me questions about things that I like (family, friends, activities, or sports).
4.2	3.6	My teachers celebrate when students do something good.
4.5	3.3	Students have opportunities to affirm and celebrate each other.
4	3.5	I am comfortable talking to a teacher about a problem.
4.7	4.8	My teachers care about me.
4.6	4.7	My teachers treat me nicely.
4.9	4.8	We have developed and posted a classroom Social Contract.
4.5	4.5	We refer to our classroom Social Contract.
4	4.5	We use hand signals (such as signals to bring the class to attention) in our classroom.
4.3	4.2	I know what happens and what the consequences are when I don't follow our classroom Social Contract.
3.9	3.8	My teacher uses our classroom Social Contract to address misbehavior.
3.8	4.2	My teacher uses our classroom Social Contract to celebrate positive student behaviors.
3.7	4.5	Students help to greet at the door, lead Good Things, follow the Social Contract, and use Launches in the classroom.
3.8	3.6	My teachers or classmates use Launches at the end of the class period or school day.
3.9	3.8	I like going to school most days.
4.9	4.6	I like my teachers.
4.3	3.8	I have good relationships with my teachers.
4.1	3.5	Students at this campus treat each other respectfully.
3.8	3.2	Students at this campus get along well.
3.8	3.3	I am comfortable talking to a teacher about my problems.
4.7	4.6	My teachers encourage me to be the best student I can be.

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Family Survey - 103 Survey Response(s)

Score		Statement / Question
4.3	4	AVERAGE Score for Family Statements/Questions
4.7	4.5	I am greeted with a smile and a positive tone when I enter my student's school.
4.6	4.5	I feel welcome at my student's school.
4	3	My student's school asks for students to share Good Things each day.
4.5	3.7	My student's school celebrates Good Things that happen in the school community.
4.7	4.2	My student's school cares for my student.
4.5	4.5	My student's school communicates with me consistently.
4.4	4.2	If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
4.3	4	I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
3.5	4.1	I have heard about the use of Social Contracts in my student's classrooms or on campus.
4	3.8	My student's school asks for feedback and seeks opportunities to improve.
3.7	3	My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
4.2	4	Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
4.4	4.3	My student likes going to school most days.
4.3	4.1	I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.

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Highland Park Elementary | **'23-'24**

Title 1 Parent –School Compact

The faculty and staff of Highland Park Elementary School believe that parental involvement in the educational activities of the school is essential to a student's success. This compact is a partnership to support students in the learning process.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my abilities:

- I will teach all necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.

The Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parent(s)/guardian(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return the corrected work to my parent(s)/guardian(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

The Parent's/Guardian's Pledge:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Parent Conferences and Open House.

*Parent's Signature*_____ *Date*_____

The Principal Pledge:

I support this form of parental involvement. Therefore, I shall strive to do the following:

- I will provide an environment that allows for positive communication between teacher, parent and student.
- I will encourage teachers to provide homework assignments that will reinforce classroom instruction.

*Principal's Signature*_____ *Date*_____

Highland Park Elementary

Parent and Family Engagement Policy
ESSA Section 1116
2023-2024

1. Highland Park Elementary shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
   Section 1116 (b)(1) & (e)(5)

   Highland Park's PFE policy is reviewed and revised each year in May by our Campus Performance Objectives Council (CPOC), which consists of parents, community members, and staff. The revised PFE is submitted and approved by our Campus Performance Objectives Council (CPOC) the following September.

   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.

   Documents including Student Handbook and Acknowledgement, Code of Conduct, the Parent & Family Engagement (PFE) Policy and School-Parent Compact, registration information and forms, residency affidavits, and power of attorney forms are provided for parents in both English and Spanish as needed.

   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.

2. Highland Park shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1).

Highland Park will hold an Open House on September 11, 2023 at 6:00 to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and curriculum. The principal and teacher will conduct the meeting. Parent-teacher conferences may be scheduled to fit the individual needs of each student. Conferences are scheduled for September 26-28, 2023. Highland Park also invites parents to participate in the review and revision of the Campus Improvement Plan and Parent and Family Engagement Policy. This meeting will be conducted by the principal on October 6, 2023. Parents are notified of the meeting through our marquee, newsletters, flyers, communication apps, and social media.

3. Highland Park shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Our school wide community meetings are held at different times and/or days to accommodate families. Information discussed is also shared in our monthly newsletter, social media, communication apps, and emails. The campus will coordinate with the district administration office to help provide transportation, childcare, or home visits, when requested. Please provide verbal or written notice to the campus principal 3 days prior to the event if you need transportation, childcare, or a home visit.

4. Highland Park shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Highland Park invites parents to participate in the review and revision of the Campus Improvement Plan and Parent and Family Engagement Policy. This meeting will be conducted by the principal on October 6, 2023. Highland Park encourages participation in the Highland Park Elementary School Parent-Teacher Association (PTA) to create an opportunity for parental input and involvement in numerous activities. Highland Park Elementary will also invite parents to serve on the Campus Performance Objectives Council (CPOC). We are continually seeking parents who would like to serve in this capacity or on other committees that have decision-making responsibilities. If you are interested in serving, please contact the school at 409-722-0236 or email at cdainwood@nederlandisd.org.

5. Highland Park shall provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond

to any such suggestions as soon as practicably possible;
Section 1116 (c)(4)

Communications are shared through monthly campus newsletters and classroom communication apps. School and district websites, social media, and call outs are also utilized to inform parents of school events. Teachers send notes, newsletters, memos, and graded work home in a folder with every student in grades Kindergarten through 5th in a timely manner to the parents. Folders must be returned to the school daily. Agenda books are used in Grades 3-5 for parent, teacher, and student communication as well.

Our curriculum is developed and supported by teachers and staff across the district. Highland Park communicates with parents regularly to relay Texas Essential Knowledge and Skills (TEKS) and assessment expectations, school requirements of the delivery of instruction, and the routines in place to ensure academic success of students.

We administer screeners, checkpoints, and benchmarks including BOY, MOY, and EOY to measure growth, and campus based common formative assessments to measure students' progress throughout the year. These assessments help our teachers identify areas students are struggling in and need remediation. Teachers also administer teacher created assessments throughout the various units of instruction to guide their planning and implementation of future material. The state assessment, STAAR, is administered to students at the end of the school year in Grades 3-5.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

Parents will be able to access the Campus Improvement Plan through our website once it is improved by our Campus Performance Objectives Committee (CPOC). Any comments or concerns regarding the Campus Improvement Plan can be sent to cdainwood@nederlandisd.org.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Highland Park Elementary shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Teachers will provide timely feedback on grades and performance to help assist parents in supporting their child. Progress reports and report cards will be sent home to parents. Grades are also accessible through the Home Access Center on the Nederland ISD website.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

Open House and Parent Conferences are scheduled to provide information for parents. Information regarding these meetings will be provided to parents in our school newsletters, email, social media, communication apps, and the marquee.

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Teachers and Staff participate in book studies, led by staff, focusing on parent and family engagement, and other professional development opportunities offered through Nederland ISD and Region 5. Our staff collaborates with other professionals in the district to bring best practices to Highland Park. Parents are able to provide input in needed training through surveys and questionnaires.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

Highland Park Elementary serves preschool age students in our Preschool Education Program (PEP), a full inclusion program serving students with special needs alongside their non-disabled peers. Highland Park utilizes the Frog Street Curriculum which is a research based program designed to meet the Texas Prekindergarten Guidelines for early learning. Each child has the opportunity to use the Waterford Smart Start computer program each day. Waterford reinforces early learning skills across the curriculum. Student progress is formally assessed three times a year using the CLI Engage progress monitoring tool. Our PEP program strongly encourages parent involvement. Parents are invited to participate in a variety of activities throughout the year. During the fall semester, the district hosts a prekindergarten parents' night to highlight the Waterford Smart Start home component as well as early literacy skills.

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

All parents are afforded the opportunity to be involved in their child's school. Programs supporting parental involvement activities requested by parents include additional parent/teacher conferences upon the request of the parent. If a special need is identified that would help a parent more fully understand the educational process and academic progress of their child, assistance will be provided.

2023-2024 CPOC

Meeting Date: November 10, 2023

7:30 PM

HIGHLAND PARK ELEMENTARY

Committee Role	Name	Position	Signature
Parent	Ashley Delage	Parent, Campus Performance Objectives Council	
Parent	Lori Barnes	Parent, Campus Performance Objectives Council	
Community Representative	Mary Fleming	Community Resident, Campus Performance Objectives Council	
Community Representative	Joyce Elender	Community Resident, Campus Performance Objectives Council	
Business Representative	Keely Jardell	Business Representative, Campus Performance Objectives Council	
Business Representative	Cheryl Evans	Business Representative, Campus Performance Objectives Council	
Non-classroom Professional	Miranda Guidry	Campus Non-Teaching Professional, Campus Performance Objectives Council	
District-level Professional	Jeff McKinnon	District Non-Teaching Professional, Campus Performance Objectives Council	
Classroom Teacher	Kara Smith	Classroom Teacher, Campus Performance Objectives Council	
Classroom Teacher	Laura Enterline	Classroom Teacher, Campus Performance Objectives Council	
Classroom Teacher	Melanie Ford	Classroom Teacher, Campus Performance Objectives Council	
Administrator	Sissy L. Dainwood	Principal	
Counselor	Maria Clack	Counselor	
Secretary	Amber Berry	Secretary, Campus Performance Objectives Council	

Committee Role	Name	Position	Signature
Classroom Teacher	Darla Sanderson	Classroom Teacher, Campus Performance Objectives Council	Darla Sanderson
Student	Jonah Hotchkiss	Student	Jonah Hotchkiss
Administrator	Geri Hotchkiss	Assistant Principal	Geri Hotchkiss

TSDS PEIMS STUDENT DATA REVIEW

LEA-level Data

Campuses: 102

2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	5,281	N/A
Total Membership	5,251	N/A
Enrollment by Grade:		
Early Education	12	0.23
Pre-Kindergarten	12	0.23
Kindergarten	86	1.63
Grade 1	89	1.69
Grade 2	90	1.70
Grade 3	84	1.59
Grade 4	81	1.53
Grade 5	95	1.80
Grade 6	0	0.00
Grade 7	0	0.00
Grade 8	0	0.00
Grade 9	0	0.00
Grade 10	0	0.00
Grade 11	0	0.00
Grade 12	0	0.00
Ethnicity/Race Distribution:		
White	280	5.30
Hispanic/Latino	184	3.48
Black or African American	49	0.93
Asian	15	0.28
American Indian or Alaska Native	3	0.06
Native Hawaiian/Other Pacific Islander	1	0.02
Two or More	17	0.32

TSDS PEIMS STUDENT DATA REVIEW

LEA-level Data

Campuses: 102

2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	5,281	N/A
Total Membership	5,251	N/A
HIGH SCHOOL GRADUATES (2022 - 2023):		
Grade 12 Attendance	0	N/A
Graduates Reported	0	0.00
White	0	0.00
Hispanic/ Latino	0	0.00
Black or African American	0	0.00
Asian	0	0.00
American Indian or Alaska Native	0	0.00
Native Hawaiian/ Other Pacific Islander	0	0.00
Two or more	0	0.00
Advanced Program		
20 - Graduated DAP 98-99	0	0.00
23 - Graduated DAP 01-04 Chap.74	0	0.00
26 - Graduated DAP 04-05 Chap.74	0	0.00
29 - Graduated DAP 07-08 Chap.74	0	0.00
32 - Graduated DAP 12-13 Chap.74	0	0.00

TSDS PEIMS STUDENT DATA REVIEW

LEA-level Data

Campuses: 102

2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	5,281	N/A
Total Membership	5,251	N/A
Dropouts Reported (2022 - 2023):	0	N/A
At Risk Students	182	3.45
Military Connected	26	0.49
Foster Care	1	0.02
Economic Disadvantaged:	293	5.55
Regular	246	4.66
Special Education	47	0.89
Emergent Bilingual:	74	1.40
Regular	65	1.23
Special Education	9	0.17
Student Enrollment By Program:		
Special Education	75	1.42
Billingual Education	0	0.00
ESL Education	69	1.31
Alternative Language	0	0.00
Gifted and Talented Education	22	0.42
Title 1	540	10.23
RDSPD	2	0.04
PPCD	14	0.27

TSDS PEIMS STUDENT DATA REVIEW

LEA-level Data

Campuses: 102

2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	5,281	N/A
Total Membership	5,251	N/A
Student Attribution:		
00 No Attribution	541	10.24
01 Open Enrollment Charter School: Within Attendance/Geographic Boundaries	0	0.00
02 JJAEP	0	0.00
03 PEG	0	0.00
06 Transfer Between Districts	8	0.15
07 Lives Out-Of-State	0	0.00
10 Parent Referral to TSD	0	0.00
12 Private School	0	0.00
21 RTF by court order, not assigned to district	0	0.00
22 RTF by court order, regularly assigned to district	0	0.00
23 RTF not by court order, not regularly assigned to district	0	0.00
24 RTF not by court order, regularly assigned to district	0	0.00
25 TJJDF by court order, not regularly assigned to the district	0	0.00
26 TJJDF by court order, regularly assigned to district	0	0.00
27 TJJDF not by court order, not regularly assigned to district	0	0.00
28 TJJDF not by court order, regularly assigned to district	0	0.00
29 South Texas ISD	0	0.00
30 Child of Charter School Employee (LEA or Campus)	0	0.00
32 Student-Initiated Transfer Due To Remote Learning	0	0.00
Immigrant Students	3	0.06
Migratory Students	0	0.00

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data
Campuses: 102
2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

TOTAL ENROLLMENT 549

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	12	2.19%
PRE-KINDERGARTEN	12	2.19%
KINDERGARTEN	86	15.66%
GRADE 1	89	16.21%
GRADE 2	90	16.39%
GRADE 3	84	15.30%
GRADE 4	81	14.75%
GRADE 5	95	17.30%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	549	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	271	49.36%
FEMALE	278	50.64%
TOTAL	549	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	7	1.28%
"1" ELIGIBLE FOR FULL DAY	516	93.99%
"2" ELIGIBLE FOR HALF DAY	18	3.28%
"3" TRANSFER FOR FULL DAY	8	1.46%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	549	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	74	13.48%
IMMIGRANT	3	0.55%
ECONOMIC DISADVANTAGE	293	53.37%
MILITARY CONNECTED	26	4.74%
FOSTER CARE	1	0.18%
DYSLEXIA	27	4.92%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.55%	0.55%
ASIAN	15	2.73%	2.73%
BLACK/AFRICAN AMER.	49	8.93%	8.93%
HISPANIC/LATINO	184	33.52%	33.52%
WHITE	280	51.00%	51.00%
HAWAIIAN/PAC ISLAND	1	0.18%	0.18%
TWO OR MORE	17	3.10%	3.10%
TOTAL	549	100.00%	100.00%

MIGRATORY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	50.00%	0.18%
WHITE	1	50.00%	0.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	2	100.00%	0.36%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.69%	0.36%
ASIAN	8	2.75%	1.46%
BLACK/AFRICAN AMER.	36	12.37%	6.56%
HISPANIC/LATINO	131	45.02%	23.86%
WHITE	104	35.74%	18.94%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	10	3.44%	1.82%
TOTAL	291	100.00%	53.01%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.45%	0.18%
ASIAN	10	14.49%	1.82%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	53	76.81%	9.65%
WHITE	4	5.80%	0.73%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.45%	0.18%
TOTAL	69	100.00%	12.57%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	4.55%	0.18%
HISPANIC/LATINO	6	27.27%	1.09%
WHITE	14	63.64%	2.55%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.55%	0.18%
TOTAL	22	100.00%	4.01%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data

Campuses: 102

2023 - 2024 Fall Collection, First Submission

LEA: 123905 - NEDERLAND ISD

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	9	1.64%
"6" ATTENDS SCHOOL WIDE	540	98.36%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	549	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	0	0.00%
UNACCOMPANIED YOUTH CODE 3	0	0.00%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	0	0.00%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	1.10%	0.36%
ASIAN	10	5.49%	1.82%
BLACK/AFRICAN AMER.	18	9.89%	3.28%
HISPANIC/LATINO	86	47.25%	15.66%
WHITE	61	33.52%	11.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	2.75%	0.91%
TOTAL	182	100.00%	33.15%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	2.67%	0.36%
ASIAN	1	1.33%	0.18%
BLACK/AFRICAN AMER.	7	9.33%	1.28%
HISPANIC/LATINO	21	28.00%	3.83%
WHITE	42	56.00%	7.65%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	2.67%	0.36%
TOTAL	75	100.00%	13.66%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	12	100.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	12	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Texas Education Agency

2023 Accountability Overall Summary

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✷ Confidential ✷

	Component Score
Overall	
Student Achievement	
STAAR Performance	64
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	74
Relative Performance (Eco Dis: 53.5%)	
Closing the Gaps	**78**

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Released November 14, 2023

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency

2023 STAAR Performance

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✷ Confidential ✷

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	159	160	-	-	319	
Approaches GL or Above	146	145	-	-	291	91%
Meets GL or Above	114	105	-	-	219	69%
Masters GL	51	48	-	-	99	31%
Total Percentage Points						191%
Component Score						**64**

Data Table: Accountability Groups

	Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	91%	92%	90%	92%	0%	100%	-	88%	87%
At Meets GL Standard or Above	69%	71%	70%	69%	0%	90%	-	25%	62%
At Masters GL Standard	31%	25%	28%	35%	0%	30%	-	13%	21%
Number of Tests									
At Approaches GL Standard or Above	291	22	95	157	0	10	-	7	151
At Meets GL Standard or Above	219	17	73	118	0	9	-	2	108
At Masters GL Standard	99	6	29	60	0	3	-	1	36
Total Tests	319	24	105	170	2	10	-	8	173
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	92%	92%	88%	95%	0%	100%	-	75%	88%
At Meets GL Standard or Above	72%	75%	71%	74%	0%	80%	-	25%	63%

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Masters GL Standard	32%	17%	33%	36%	0%	20%	-	0%	21%
Number of Tests									
At Approaches GL Standard or Above	146	11	46	81	0	5	-	3	76
At Meets GL Standard or Above	114	9	37	63	0	4	-	1	54
At Masters GL Standard	51	2	17	31	0	1	-	0	18
Total Tests	159	12	52	85	1	5	-	4	86
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	91%	92%	92%	89%	0%	100%	-	100%	86%
At Meets GL Standard or Above	66%	67%	68%	65%	0%	100%	-	25%	62%
At Masters GL Standard	30%	33%	23%	34%	0%	40%	-	25%	21%
Number of Tests									
At Approaches GL Standard or Above	145	11	49	76	0	5	-	4	75
At Meets GL Standard or Above	105	8	36	55	0	5	-	1	54
At Masters GL Standard	48	4	12	29	0	2	-	1	18
Total Tests	160	12	53	85	1	5	-	4	87

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	91%	85%	96%	87%	89%	80%	94%	92%	88%	100%	-	-	100%
At Meets GL Standard or Above	69%	60%	76%	74%	77%	50%	72%	72%	60%	50%	-	-	50%
At Masters GL Standard	31%	20%	41%	16%	23%	15%	17%	33%	25%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	291	127	164	27	31	32	17	221	70	2	-	-	2
At Meets GL Standard or Above	219	89	130	23	27	20	13	171	48	1	-	-	1
At Masters GL Standard	99	30	69	5	8	6	3	79	20	0	-	-	0

	Additional Student Groups												
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
Total Tests	319	149	170	31	35	40	18	239	80	2	-	-	2
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	92%	86%	96%	93%	94%	80%	100%	94%	85%	100%	-	-	100%
At Meets GL Standard or Above	72%	59%	82%	73%	76%	50%	78%	77%	55%	0%	-	-	0%
At Masters GL Standard	32%	23%	40%	13%	18%	5%	11%	35%	23%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	146	64	82	14	16	16	9	112	34	1	-	-	1
At Meets GL Standard or Above	114	44	70	11	13	10	7	92	22	0	-	-	0
At Masters GL Standard	51	17	34	2	3	1	1	42	9	0	-	-	0
Total Tests	159	74	85	15	17	20	9	119	40	1	-	-	1
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	91%	84%	96%	81%	83%	80%	89%	91%	90%	100%	-	-	100%
At Meets GL Standard or Above	66%	60%	71%	75%	78%	50%	67%	66%	65%	100%	-	-	100%
At Masters GL Standard	30%	17%	41%	19%	28%	25%	22%	31%	28%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	145	63	82	13	15	16	8	109	36	1	-	-	1
At Meets GL Standard or Above	105	45	60	12	14	10	6	79	26	1	-	-	1
At Masters GL Standard	48	13	35	3	5	5	2	37	11	0	-	-	0
Total Tests	160	75	85	16	18	20	9	120	40	1	-	-	1

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

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TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2023 Academic Growth
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY
✷ Confidential ✷

Calculation Report

School Progress: Academic Growth RLA and Math			
	Points Earned		Calculated
Annual Growth Points Earned	121.0	x1	121.00
Accelerated Learning Points Earned	8	x0.25	2.00
Sum of Annual Growth plus Accelerated Learning Points			123.00
Total Tests Evaluated			166
Academic Growth Score			**74**

Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	40	0	0
Tests Earning 0.5 Points	10	0.5	5.0
Tests Earning 1 Point	116	1	116
Annual Growth Points Earned			121.0
Total Tests Evaluated			166
Annual Growth Score			**73**

Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	2	0	0
Tests Earning 1 Point	8	1	8
Accelerated Learning Points Earned			8
Total Tests Evaluated			10
Accelerated Learning Score			**80**

Both Subjects

0 Point **0.5 Point** **1 Point**

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	0	0.0	0	0.0	0	0.0	3	3.0	0	0.0	0	0.0	3	3.0
High Did Not Meet Grade Level	0	0.0	2	1.0	1	1.0	3	3.0	1	1.0	0	0.0	7	6.0
Low Approaches Grade Level	0	0.0	1	0.0	1	0.5	2	2.0	4	4.0	0	0.0	8	6.5
High Approaches Grade Level	0	0.0	1	0.0	1	0.0	7	3.5	10	10.0	3	3.0	22	16.5
Meets Grade Level	0	0.0	2	0.0	1	0.0	7	0.0	27	27.0	18	18.0	55	45.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	3	0.0	24	0.0	44	44.0	71	44.0
Total	0	0.0	6	1.0	4	1.5	25	11.5	66	42.0	65	65.0	166	121.0

Accelerated Learning						
	2022-23 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2021-22 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	2	7	1	0	10	8

Reading/Language Arts (RLA)

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	1	1.0
High Did Not Meet Grade Level	0	0.0	1	0.5	1	1.0	0	0.0	1	1.0	0	0.0	3	2.5
Low Approaches Grade Level	0	0.0	0	0.0	1	0.5	2	2.0	1	1.0	0	0.0	4	3.5
High Approaches Grade Level	0	0.0	0	0.0	1	0.0	2	1.0	3	3.0	1	1.0	7	5.0
Meets Grade Level	0	0.0	2	0.0	1	0.0	4	0.0	14	14.0	9	9.0	30	23.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	2	0.0	15	0.0	21	21.0	38	21.0
Total	0	0.0	3	0.5	4	1.5	11	4.0	34	19.0	31	31.0	83	56.0

Accelerated Learning						
	2022-23 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2021-22 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	1	2	1	0	4	3

Mathematics

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	0	0.0	0	0.0	0	0.0	2	2.0	0	0.0	0	0.0	2	2.0
High Did Not Meet Grade Level	0	0.0	1	0.5	0	0.0	3	3.0	0	0.0	0	0.0	4	3.5
Low Approaches Grade Level	0	0.0	1	0.0	0	0.0	0	0.0	3	3.0	0	0.0	4	3.0
High Approaches Grade Level	0	0.0	1	0.0	0	0.0	5	2.5	7	7.0	2	2.0	15	11.5
Meets Grade Level	0	0.0	0	0.0	0	0.0	3	0.0	13	13.0	9	9.0	25	22.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	9	0.0	23	23.0	33	23.0
Total	0	0.0	3	0.5	0	0.0	14	7.5	32	23.0	34	34.0	83	65.0

Accelerated Learning						
	2022-23 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2021-22 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	1	5	0	0	6	5

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Texas Education Agency

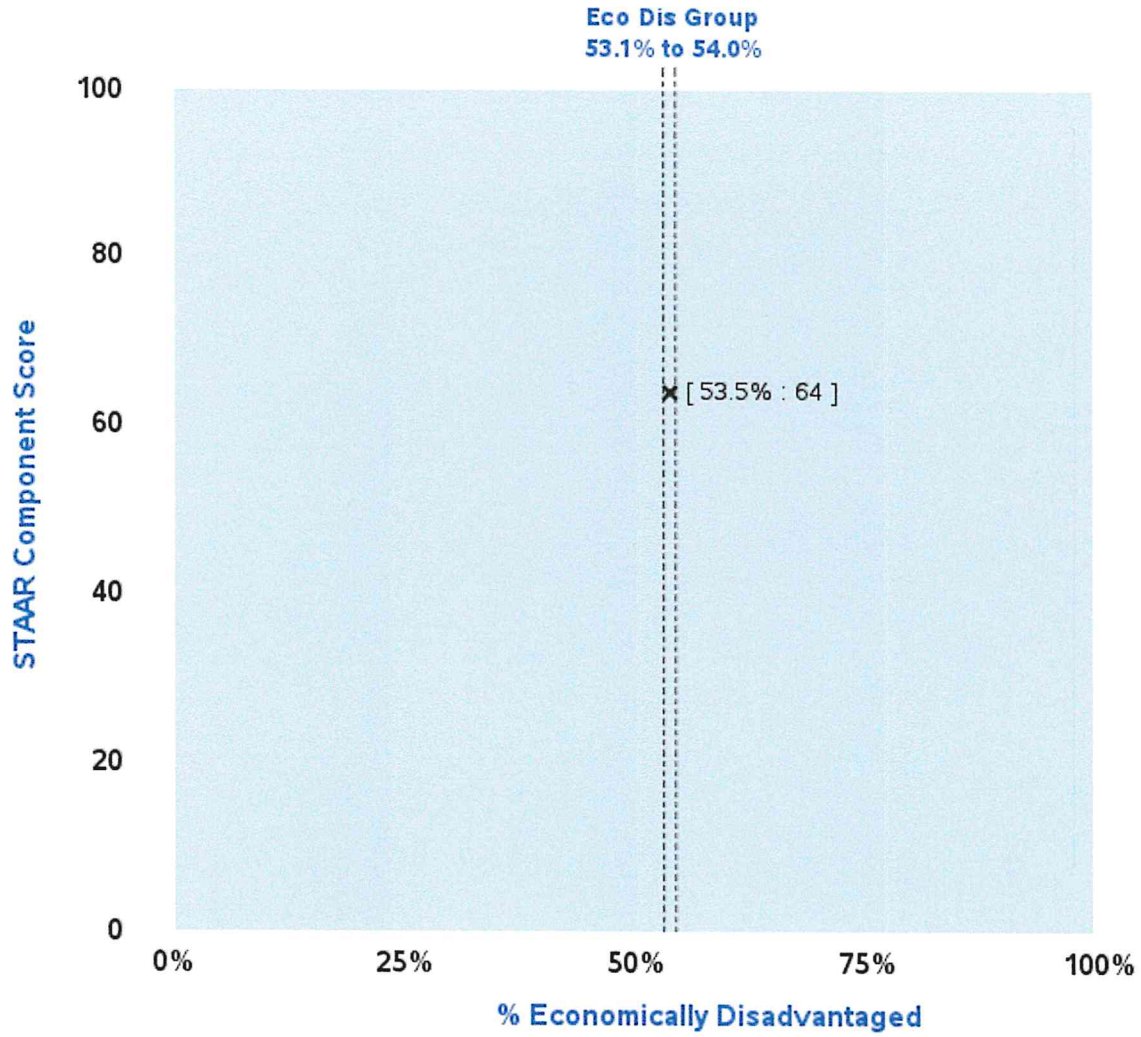
2023 Relative Performance

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✷ Confidential ✷

Calculation Report

Component	% Economically Disadvantaged	Component Score
STAAR Performance	53.5%	64
College, Career, and Military Readiness		
Relative Performance		



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TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency

2023 Closing the Gaps - Accountability Groups

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✱ Confidential ✱

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	27	32	84.4	30.0%	25.3
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	12	16	75.0	10.0%	7.5
Closing the Gaps Score					**78**

Data Table: Accountability Groups

	Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Achievement Status									
Reading/Language Arts (RLA)									
2023 % at Meets GL Standard or Above	72%	75%	71%	74%	0%	80%	-	25%	63%
2023 # at Meets GL Standard or Above	114	9	37	63	0	4	-	1	54
2023 Total Tests (Adjusted)	159	12	52	85	1	5	-	4	86
Mathematics									
2023 % at Meets GL Standard or Above	66%	67%	68%	65%	0%	100%	-	25%	62%
2023 # at Meets GL Standard or Above	105	8	36	55	0	5	-	1	54
2023 Total Tests (Adjusted)	160	12	53	85	1	5	-	4	87
Academic Growth Status									
RLA									
2023 Academic Growth Score	68%	92%	62%	74%	-	40%	-	50%	62%
2023 Growth Points	56.75	5.50	17.25	31.00	-	2.00	-	1.00	28.00
2023 Total Tests	83	6	28	42	-	5	-	2	45

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Mathematics									
2023 Academic Growth Score	80%	104%	81%	71%	-	100%	-	113%	82%
2023 Growth Points	66.25	6.25	22.75	30.00	-	5.00	-	2.25	37.00
2023 Total Tests	83	6	28	42	-	5	-	2	45
Federal Graduation Rate Status									
2022 % Graduated	-	-	-	-	-	-	-	-	-
2022 # Graduated	-	-	-	-	-	-	-	-	-
2022 Total in Class	-	-	-	-	-	-	-	-	-
Progress in Achieving English Language Proficiency (EB/EL Current)									
2023 TELPAS Progress Rate									49%
2023 TELPAS Progress									18
2023 TELPAS Total									37
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2023 STAAR Component Score	64	63	63	65	0	73	-	42	57
2023 % at Approaches GL Standard or Above	91%	92%	90%	92%	0%	100%	-	88%	87%
2023 % at Meets GL Standard or Above	69%	71%	70%	69%	0%	90%	-	25%	62%
2023 % at Masters GL Standard	31%	25%	28%	35%	0%	30%	-	13%	21%
2023 Total Tests	319	24	105	170	2	10	-	8	173
School Quality (College, Career, and Military Readiness Performance)									
2022 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-
2022 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-
2022 Total Students	-	-	-	-	-	-	-	-	-
Participation 2022-23									
RLA									
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	167	14	54	89	1	5	-	4	91
Total Students	167	14	54	89	1	5	-	4	91
Mathematics									
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	167	14	54	89	1	5	-	4	91
Total Students	167	14	54	89	1	5	-	4	91

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

Released November 14, 2023

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency

2023 Closing the Gaps - Additional Groups and Targets

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✷ Confidential ✷

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	27	32	84.4	30.0%	25.3
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	12	16	75.0	10.0%	7.5
Closing the Gaps Score					**78**

Data Table: Accountability Groups

	Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2022 accountability	✓	✓	✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2023 Target	**46%**	**34%**	**39%**	**59%**	**44%**	**73%**	**46%**	**55%**	**37%**		
RLA Next Interim Target (2027-28 through 2031-32)	**55%**	**45%**	**49%**	**66%**	**53%**	**78%**	**55%**	**63%**	**48%**		
RLA Long Term Target (2037-38)	**73%**	**67%**	**70%**	**80%**	**72%**	**87%**	**73%**	**78%**	**69%**		
Points Earned	**3**	**4**	**4**						**3**		
2023 % at Meets GL Standard or Above	72%	75%	71%	74%	0%	80%	-	25%	63%		
2023 # at Meets GL Standard or Above	114	9	37	63	0	4	-	1	54		
2023 Total Tests (Adjusted)	159	12	52	85	1	5	-	4	86		
2022 % at Meets GL Standard or Above	78%	73%	81%	81%	-	-	-	-	71%		
Mathematics 2023 Target	**49%**	**33%**	**44%**	**60%**	**47%**	**82%**	**51%**	**55%**	**42%**		
Mathematics Next Interim Target (2027-28 through 2031-32)	**58%**	**44%**	**53%**	**67%**	**56%**	**85%**	**59%**	**63%**	**52%**		
Mathematics Long Term Target (2037-38)	**75%**	**67%**	**72%**	**80%**	**74%**	**91%**	**76%**	**78%**	**71%**		
Points Earned	**3**	**4**	**3**						**3**		

Accountability Groups	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2023 % at Meets GL Standard or Above	66%	67%	68%	65%	0%	100%	-	25%	62%		
2023 # at Meets GL Standard or Above	105	8	36	55	0	5	-	1	54		
2023 Total Tests (Adjusted)	160	12	53	85	1	5	-	4	87		
2022 % at Meets GL Standard or Above	78%	82%	65%	86%	-	-	-	-	71%		
Total Points										**27**	**32**
Academic Growth Status											
RLA 2023 Target	**64%**	**59%**	**62%**	**68%**	**62%**	**80%**	**62%**	**67%**	**61%**		
RLA Next Interim Target (2027-28 through 2031-32)	**74%**	**69%**	**72%**	**77%**	**72%**	**85%**	**72%**	**76%**	**71%**		
RLA Long Term Target (2037-38)	**94%**	**89%**	**92%**	**95%**	**92%**	**95%**	**92%**	**95%**	**91%**		
Points Earned	**3**		**3**						**3**		
2023 Academic Growth Score	68%	92%	62%	74%	-	40%	-	50%	62%		
2023 Growth Points	56.75	5.50	17.25	31.00	-	2.00	-	1.00	28.00		
2023 Total Tests	83	6	28	42	-	5	-	2	45		
2022 What If Academic Growth Score	77%	-	93%	71%	-	-	-	-	85%		
Mathematics 2023 Target	**69%**	**61%**	**68%**	**74%**	**69%**	**88%**	**70%**	**71%**	**66%**		
Mathematics Next Interim Target (2027-28 through 2031-32)	**78%**	**71%**	**77%**	**81%**	**78%**	**90%**	**78%**	**79%**	**76%**		
Mathematics Long Term Target (2037-38)	**95%**	**91%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
Points Earned	**3**		**3**						**3**		
2023 Academic Growth Score	80%	104%	81%	71%	-	100%	-	113%	82%		
2023 Growth Points	66.25	6.25	22.75	30.00	-	5.00	-	2.25	37.00		
2023 Total Tests	83	6	28	42	-	5	-	2	45		
2022 What If Academic Growth Score	100%	-	97%	103%	-	-	-	-	101%		
Total Points										**18**	**24**
Federal Graduation Rate Status											
2023 Target	**90.0%**	**86.3%**	**88.1%**	**93.8%**	**87.4%**	**96.7%**	**88.3%**	**90.8%**	**86.5%**		
Next Interim Target (2027-28 through 2031-32)	**92.7%**	**90.2%**	**91.4%**	**95.2%**	**90.9%**	**97.1%**	**91.5%**	**93.2%**	**90.3%**		
Long Term Target (2037-38)	**98.0%**	**98.0%**	**98.0%**	**98.0%**	**98.0%**	**98.0%**	**98.0%**	**98.0%**	**98.0%**		
Points Earned											
2022 % Graduated	-	-	-	-	-	-	-	-	-		
2022 # Graduated	-	-	-	-	-	-	-	-	-		
2022 Total in Class	-	-	-	-	-	-	-	-	-		
2021 % Graduated	-	-	-	-	-	-	-	-	-		

	Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Total Points											
Progress in Achieving English Language Proficiency (EB/EL Current)											
2023 Target									**49%**		
Next Interim Target (2027-28 through 2031-32)									**51%**		
Long Term Target (2037-38)									**55%**		
Points Earned									**3**		
2023 TELPAS Progress Rate									49%		
2023 TELPAS Progress									18		
2023 TELPAS Total									37		
2022 What If TELPAS Progress Rate									71%		
Total Points										**3**	**4**
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2023 Target	**47**	**36**	**41**	**58**	**46**	**72**	**49**	**55**	**40**		
Next Interim Target (2027-28 through 2031-32)	**57**	**46**	**51**	**68**	**56**	**80**	**59**	**65**	**50**		
Long Term Target (2037-38)	**77**	**66**	**71**	**88**	**76**	**95**	**79**	**85**	**70**		
Points Earned	**3**	**3**	**3**						**3**		
2023 STAAR Component Score	64	63	63	65	0	73	-	42	57		
2023 % at Approaches GL Standard or Above	91%	92%	90%	92%	0%	100%	-	88%	87%		
2023 % at Meets GL Standard or Above	69%	71%	70%	69%	0%	90%	-	25%	62%		
2023 % at Masters GL Standard	31%	25%	28%	35%	0%	30%	-	13%	21%		
2023 Total Tests	319	24	105	170	2	10	-	8	173		
2022 STAAR Component Score	71	65	66	77	-	57	-	-	66		
Total Points										**12**	**16**
School Quality (College, Career, and Military Readiness Performance)											
2023 Target	**63%**	**47%**	**60%**	**71%**	**58%**	**84%**	**51%**	**63%**	**56%**		
Next Interim Target (2027-28 through 2031-32)	**73%**	**57%**	**70%**	**79%**	**68%**	**88%**	**61%**	**73%**	**66%**		
Long Term Target (2037-38)	**93%**	**77%**	**90%**	**95%**	**88%**	**95%**	**81%**	**93%**	**86%**		
Points Earned											
2022 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2022 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2022 Total Students	-	-	-	-	-	-	-	-	-		
2021 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Total Points											
Participation 2022-23											
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
RLA											
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%		
# Participants	167	14	54	89	1	5	-	4	91		
Total Students	167	14	54	89	1	5	-	4	91		
Mathematics											
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%		
# Participants	167	14	54	89	1	5	-	4	91		
Total Students	167	14	54	89	1	5	-	4	91		

Data Table: Additional Groups

Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
Academic Achievement Status													
Reading/Language Arts (RLA) 2023 Target	**46%**	**35%**	**n/a**	**n/a**	**37%**	**26%**	**38%**	**47%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Next Interim Target (2027-28 through 2031-32)	**55%**	**46%**	**n/a**	**n/a**	**48%**	**38%**	**48%**	**56%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Long Term Target (2037-38)	**73%**	**68%**	**n/a**	**n/a**	**69%**	**63%**	**69%**	**74%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2023 % at Meets GL Standard or Above	72%	59%	82%	73%	76%	50%	78%	77%	55%	0%	-	-	0%
2023 # at Meets GL Standard or Above	114	44	70	11	13	10	7	92	22	0	-	-	0
2023 Total Tests (Adjusted)	159	74	85	15	17	20	9	119	40	1	-	-	1
2022 % at Meets GL Standard or Above	78%	70%	-	-	59%	68%	-	82%	-	-	-	-	-
Mathematics 2023 Target	**49%**	**40%**	**n/a**	**n/a**	**45%**	**29%**	**45%**	**51%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Mathematics Next Interim Target (2027-28 through 2031-32)	**58%**	**50%**	**n/a**	**n/a**	**54%**	**41%**	**54%**	**59%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

	Additional Groups												
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Mathematics Long Term Target (2037-38)	**75%**	**70%**	**n/a**	**n/a**	**73%**	**65%**	**73%**	**76%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2023 % at Meets GL Standard or Above	66%	60%	71%	75%	78%	50%	67%	66%	65%	100%	-	-	100%
2023 # at Meets GL Standard or Above	105	45	60	12	14	10	6	79	26	1	-	-	1
2023 Total Tests (Adjusted)	160	75	85	16	18	20	9	120	40	1	-	-	1
2022 % at Meets GL Standard or Above	78%	70%	-	-	59%	72%	-	81%	-	-	-	-	-
Academic Growth Status													
RLA 2023 Target	**64%**	**60%**	**n/a**	**n/a**	**62%**	**50%**	**64%**	**65%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Next Interim Target (2027-28 through 2031-32)	**74%**	**70%**	**n/a**	**n/a**	**72%**	**60%**	**74%**	**75%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Long Term Target (2037-38)	**94%**	**90%**	**n/a**	**n/a**	**92%**	**80%**	**94%**	**95%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2023 Academic Growth Score	68%	64%	72%	50%	50%	47%	50%	69%	65%	50%	-	-	50%
2023 Growth Points	56.75	25.00	31.75	5.00	5.00	3.75	2.00	43.00	13.75	0.50	-	-	0.50
2023 Total Tests	83	39	44	10	10	8	4	62	21	1	-	-	1
2022 What If Academic Growth Score	77%	90%	70%	-	-	73%	-	77%	79%	-	-	-	-
Mathematics 2023 Target	**69%**	**65%**	**n/a**	**n/a**	**69%**	**58%**	**70%**	**70%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Mathematics Next Interim Target (2027-28 through 2031-32)	**78%**	**75%**	**n/a**	**n/a**	**78%**	**68%**	**78%**	**78%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Mathematics Long Term Target (2037-38)	**95%**	**95%**	**n/a**	**n/a**	**95%**	**88%**	**95%**	**95%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2023 Academic Growth Score	80%	79%	80%	85%	85%	91%	75%	76%	92%	100%	-	-	100%
2023 Growth Points	66.25	31.00	35.25	8.50	8.50	7.25	3.00	47.00	19.25	1.00	-	-	1.00
2023 Total Tests	83	39	44	10	10	8	4	62	21	1	-	-	1
2022 What If Academic Growth Score	100%	101%	99%	-	-	104%	-	100%	102%	-	-	-	-
Federal Graduation Rate Status													
2023 Target	**90.0%**	**86.7%**	**n/a**	**n/a**	**80.0%**	**79.7%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Next Interim Target (2027-28 through 2031-32)	**92.7%**	**90.5%**	**n/a**	**n/a**	**86.0%**	**85.8%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Long Term Target (2037-38)	**98.0%**	**98.0%**	**n/a**	**n/a**	**98.0%**	**98.0%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2022 % Graduated	-	-	-	-	-	-				-	-	-	-
2022 # Graduated	-	-	-	-	-	-				-	-	-	-
2022 Total in Class	-	-	-	-	-	-				-	-	-	-

	Additional Groups												
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
2021 % Graduated	-	-	-	-	-	-				-	-	-	-
Progress in Achieving English Language Proficiency (EB/EL Current)													
2023 Target				**49%**									
Next Interim Target (2027-28 through 2031-32)				**51%**									
Long Term Target (2037-38)				**55%**									
2023 TELPAS Progress Rate				49%									
2023 TELPAS Progress				18									
2023 TELPAS Total				37									
2022 What If TELPAS Progress Rate				71%									
Student Success (Student Achievement Domain Score (STAAR Component Only))													
2023 Target	**47**	**38**	**n/a**	**n/a**	**37**	**23**	**42**	**48**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Next Interim Target (2027-28 through 2031-32)	**57**	**48**	**n/a**	**n/a**	**47**	**33**	**52**	**58**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Long Term Target (2037-38)	**77**	**68**	**n/a**	**n/a**	**67**	**53**	**72**	**78**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2023 STAAR Component Score	64	55	71	59	63	48	61	66	58	50	-	-	50
2023 % at Approaches GL Standard or Above	91%	85%	96%	87%	89%	80%	94%	92%	88%	100%	-	-	100%
2023 % at Meets GL Standard or Above	69%	60%	76%	74%	77%	50%	72%	72%	60%	50%	-	-	50%
2023 % at Masters GL Standard	31%	20%	41%	16%	23%	15%	17%	33%	25%	0%	-	-	0%
2023 Total Tests	319	149	170	31	35	40	18	239	80	2	-	-	2
2022 STAAR Component Score	71	66	-	55	58	59	78	74	64	33	-	-	33
School Quality (College, Career, and Military Readiness Performance)													
2023 Target	**63%**	**56%**	**n/a**	**n/a**	**51%**	**64%**	**45%**	**67%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Next Interim Target (2027-28 through 2031-32)	**73%**	**66%**	**n/a**	**n/a**	**61%**	**74%**	**55%**	**76%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Long Term Target (2037-38)	**93%**	**86%**	**n/a**	**n/a**	**81%**	**94%**	**75%**	**95%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2022 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-
2022 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-
2022 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-
2021 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2022-23													
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**

	Additional Groups												
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
RLA													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
# Participants	167	77	90	17	19	20	9	121	46	2	1	-	1
Total Students	167	77	90	17	19	20	9	121	46	2	1	-	1
Mathematics													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
# Participants	167	77	90	17	19	20	9	121	46	2	1	-	1
Total Students	167	77	90	17	19	20	9	121	46	2	1	-	1

- Indicates there are no students in the group.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Released November 14, 2023

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency

2023 Identification of Schools for Improvement

HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

✱ Confidential ✱

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* **A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.**												
	-	0	0	-	-	-	-	0	-	-	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2019	-	52%	68%	-	-	-	-	52%	-	-		
2022	-	81%	81%	-	-	-	-	70%	-	68%		
2023	4	4	3	-	-	-	-	3	4	3	-	4
Academic Achievement Status: Mathematics												
2019	-	52%	63%	-	-	-	-	46%	-	-		
2022	-	65%	86%	-	-	-	-	70%	-	72%		
2023	4	3	3	-	-	-	-	3	4	3	-	3
Academic Growth Status: RLA												
2019	-	-	65%	-	-	-	-	74%	-	-		
2022	-	-	72%	-	-	-	-	-	-	-		
2023	-	3	3	-	-	-	-	3	0	-	-	3
Academic Growth Status: Mathematics												
2019	-	-	77%	-	-	-	-	67%	-	-		
2022	-	-	99%	-	-	-	-	-	-	-		
2023	-	3	0	-	-	-	-	3	3	-	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2019	56	54	66	-	-	-	-	54	41	39		
2022	-	66	77	-	-	-	-	66	58	59		

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
2023	3	3	3	-	3	-	-	3	3	3	3	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2019												
2022												
2023									3			

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

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