

Neches High School 2022-2023

Campus Improvement Plan

2022-2023 School Year

Campus Improvement Plan
Neches High School 2022-2023

Committee Members - Planning and Decision Making

| Name | Title | Campus / District | Term Ends |
|--------------------|---------------------------|--------------------|-----------|
| Cook, Trent | Principal | Neches High School | 8-2023 |
| Hudson, Sha-Ree | Counselor | Neches ISD | 8-2023 |
| Luna, Sherry | Technology Director | Neches ISD | 8-2023 |
| Helms, Sara | Teacher | Neches High School | 8-2023 |
| Kaudelka, Christy | Teacher | Neches High School | 8-2023 |
| Docteur, Stephanie | Teacher | Neches High School | 5-2023 |
| Rose, Leeah | Teacher | Neches High School | 8-2023 |
| Jenkins, Jenna | Teacher | Neches High School | 8-2023 |
| Radford, Ashley | Special Education Teacher | Neches High School | 8-2023 |
| Couch, Bill | Community Representative | Neches ISD | 8-2023 |
| Dixon, David | Business Representative | Neches ISD | 8-2023 |
| | Parent | Neches ISD | 8-2023 |

Campus Improvement Plan
Neches High School 2022-2023

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|--------------------|-----------------------------|--------------------|
| Hines, Cory | Superintendent | Neches ISD |
| Cook, Trent | Principal | Neches High School |
| Hudson, Sha-Ree | Counselor | Neches ISD |
| Luna, Sherry | Technology Director | Neches ISD |
| Batchelor, Lindsey | 504 Coordinator | Neches ISD |
| Sparks, Jennifer | G/T Coordinator | Neches ISD |
| McCarty, Amanda | Nurse | Neches ISD |
| Cook, Trent | Homeless Liaison | Neches ISD |
| Helms, Sara | English Teacher | Neches High School |
| Nichols, Megan | English Teacher | Neches High School |
| Rose, Leeah | Math Teacher | Neches High School |
| Docteur, Stephanie | Math Teacher | Neches High School |
| Reagan, Jeanette | Math Teacher | Neches High School |
| Emerine, Shain | Science Teacher | Neches High School |
| Lackey, Cheryl | Science Teacher | Neches High School |
| Flowers, Drew | Social Studies Teacher | Neches High School |
| Dickson, Garrett | Social Studies Teacher | Neches High School |
| Radford, Ashley | Special Education Teacher | Neches High School |
| Helms, Sara | Art Teacher | Neches High School |
| Crawford, Kimberly | Spanish Aide | Neches High School |
| Wilbanks, Colby | Career & Technology Teacher | Neches High School |
| Kaudelka, Christy | Career & Technology Teacher | Neches High School |
| Snider, Andy | Career & Technology Teacher | Neches High School |
| Barrett, Roslyn | Instructional Aide | Neches High School |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|------------------|--------------------|--------------------|
| Varnon, Dylan | Instructional Aide | Neches High School |
| Snider, Andy | Athletic Director | Neches High School |
| Dickson, Garrett | Coach | Neches High School |
| Jenkins, Jenna | Coach | Neches High School |

STAAR

Grade: **7th-12th**

All Subjects

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|----------------------------|-------|-------|-------|-------|--------|
| *All Students* | 89.00 | 92.00 | 94.67 | 97.33 | 100.00 |
| African American | 67.00 | 95.00 | 96.67 | 98.33 | 100.00 |
| Economically Disadvantaged | 91.00 | 89.00 | 92.67 | 96.33 | 100.00 |
| Hispanic | 86.00 | 83.00 | 88.67 | 94.33 | 100.00 |
| Special Education | 75.00 | 67.00 | 78.00 | 89.00 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 33.33 | 66.67 | 100.00 |
| White | 91.00 | 93.00 | 95.33 | 97.67 | 100.00 |

Grade: **7th-12th**

STAAR ELA/Reading

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|----------------------------|-------|-------|-------|-------|--------|
| *All Students* | 83.00 | 81.00 | 87.33 | 93.67 | 100.00 |
| African American | 0.00 | 86.00 | 90.67 | 95.33 | 100.00 |
| Economically Disadvantaged | 81.00 | 74.00 | 82.67 | 91.33 | 100.00 |
| Hispanic | 80.00 | 63.00 | 75.33 | 87.67 | 100.00 |
| Special Education | 67.00 | 44.00 | 62.67 | 81.33 | 100.00 |
| White | 87.00 | 84.00 | 89.33 | 94.67 | 100.00 |

Grade: **7th-12th**

STAAR Mathematics

STAAR

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|----------------------------|--------|--------|--------|--------|--------|
| *All Students* | 95.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| African American | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Economically Disadvantaged | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 0.00 | 0.00 | 33.33 | 66.67 | 100.00 |
| White | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

Grade: **8th-12th**

STAAR Science

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|----------------------------|--------|--------|--------|--------|--------|
| *All Students* | 95.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| African American | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Economically Disadvantaged | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 0.00 | 0.00 | 33.33 | 66.67 | 100.00 |
| White | 94.00 | 100.00 | 100.00 | 100.00 | 100.00 |

Grade: **8th-12th**

STAAR Social Studies

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|----------------------------|--------|-------|-------|-------|--------|
| *All Students* | 90.00 | 96.00 | 97.33 | 98.67 | 100.00 |
| Economically Disadvantaged | 100.00 | 93.00 | 95.33 | 97.67 | 100.00 |
| Hispanic | 0.00 | 0.00 | 33.33 | 66.67 | 100.00 |
| Special Education | 0.00 | 0.00 | 33.33 | 66.67 | 100.00 |
| White | 89.00 | 95.00 | 96.67 | 98.33 | 100.00 |

About Neches High School

Mission Statement:
Building Champions.

Grade Span:
7 – 12

Enrollment:
145

Accountability Ratings:

2022 State Accountability Rating:

Overall Accountability Rating: A

- Student Achievement Rating: A
- School Progress Rating: A
- Academic Growth Rating: B
- Relative Performance Rating: A
- Closing the Gaps Rating: Not Rated

* Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Comparative Academic Growth
- Postsecondary Readiness

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

The campus site-based committee reviews and analyzes data to determine the campus's strengths and needs as well as recommend strategies and activities to address the needs identified. The CNA was reviewed/revised on September 26, 2022.

Areas of Concern:

1. Demographics:

People Responsible – Superintendent, Principal
Data reviewed annually.

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Socioeconomic status
- * Special program participation

b. Summary of Strengths:

- * Low teacher-pupil ratios
- * Attendance overall

c. Summary of Needs:

- * Increase attendance in chronic absenteeism
- * Increase parent awareness and involvement

d. Priorities:

- * Encourage attendance
- * Promote parent awareness of the importance of daily attendance

e. Actions:

- * Offer rewards and incentives
- * Provide alternative setting in AEP
- * Principal will send letter on attendance to all parents and students

2. Student Achievement, Curriculum, Instruction, and Assessment:

People Responsible – Superintendent, Principals, and Curriculum Director
Data reviewed annually.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, STAAR tests, DMAC, TEKS Resource System
- * Completion rates – Promotion rates, Retention rates, Dropout rates

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- * Post secondary - Number/percentage of students attending/completing post secondary schools and being accepted in the armed forces
- * Instructional programs – Monitoring, evaluating, and modifying programs and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

- * Quarterly vertical team meetings
- * Dual credit opportunities

c. Summary of Needs:

- * Increase reading skills
- * Improve STAAR scores
- * Improve STAAR English scores
- * Learning loss due to the COVID-19 pandemic
- * Offer Spanish 1 and 2

d. Priorities:

- * Provide additional supplemental assistance in core subject areas
- * Mitigate learning loss due to the COVID-19 pandemic
- * Provide students with Spanish 1 and 2

e. Actions:

- * Provide classroom interventions
- * Provide STAAR Tutorials
- * Provide Math Assistance
- * Provide evidence-based activities including after school tutorials and summer school
- * Provide online Spanish 1 and 2 program

3. School Culture and Climate:

People Responsible – Superintendent and Principal
Data reviewed annually.

a. Data Sources Reviewed:

- * Average class size
- * School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals, Suspensions, Expulsion, Attendance, Tardiness
- * Student, teachers, parents, and community perceptions of the school through Surveys and Meetings

b. Summary of Strengths:

- * Provide a variety of learning opportunities to increase student success
- * Ensuring successful transition from Elementary to Junior High/High School
- * Safety and Security practices such as scheduled drills, weekly door sweeps, Emergency Operation Plan, and Guardian Program

c. Summary of Needs:

- * Additional remediation for at-risk students in core areas

- * Continue to provide ongoing principles and effective practices for school safety and security
- * Evaluate School Messenger usage
- * Improve communication methods and student safety

d. Priorities:

- * Remediation for at-risk students
- * Safe, secure, and orderly environment

e. Actions:

- * Teacher collaboration to talk about at-risk students and best practice strategies
- * Money allocation for tutorial program and at-risk instructional services
- * Review Emergency Response Plan (HACCP EOP) and Wellness Policy
- * Annual Safety inspections
- * Provide training on Bullying Recognition/Prevention, Dating Violence, Suicide Awareness, and School Defibrillator
- * Offer Campus Character Education Program, Abstinence Program, and Pregnancy Related Services
- * Implementation of David's Law
- * Mental Health Training and Awareness
- * Safety Training
- * Threat Assessment Team
- * Purchase two-way radio systems, window coverings, and Raptor ID verification

4. Staff Quality, Professional Development, Recruitment, and Retention

Person responsible – Superintendent, Principals, and Counselor

Data reviewed annually.

a. Data Sources Reviewed:

- * Highly qualified status – Number of staff specialists and counselors
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators – Number of administrators and experience
- * Recruitment and retention strategies

b. Summary of Strengths:

- * Coordination of staff development to fit the needs of the teachers and staff
- * Ongoing collaboration among campuses
- * Provide staff development in a variety of formats
- * Offer stipends
- * Curriculum Planning Days

c. Summary of Needs:

- * Training in core subject areas and best practices
- * Training on the use of technology and available technological resources
- * Training on sheltered instruction, inclusion, and differentiation
- * Training on STAAR standards, STAAR data analysis, best practices, and alignment
- * Retain fully certified staff and continue to employ existing staff

d. Priorities:

- * Core subject area training
- * Continue to obtain fully certified personnel
- * Mentor training
- * Child safety training
- * Suicide awareness training
- * Retain fully certified staff and continue to employ existing staff

e. Actions:

- * Provide training in core subject areas in a variety of formats
- * Provide training to support special populations
- * Provide mentor training for teachers serving as mentors
- * Offer stipends and attend Paraprofessional Training
- * Provide child safety and suicide awareness training
- * Training on bullying, online safety, and suicide awareness
- * Offer retention stipends

5. Parent and Community Involvement:

People responsible – Campus Administrator, Parent Liaison, and Counselor
Data reviewed monthly and bi-annually.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering and Open House
- * Involvement of parents and community in school decisions
- * Health services (SHAC)
- * District parent meetings

b. Summary of Strengths:

- * Little Dribblers basketball games
- * Monthly newsletter/Website
- * Monthly safety and health committee (SHAC) meetings
- * Districtwide Health Fair
- * Ascender Parent Portal
- * Variety of Parent Engagement activities such as PTO and social media

c. Summary of Needs:

- * Parenting skills
- * Parent involvement
- * Parent knowledge of importance of education

d. Priorities:

- * Parent knowledge of importance of education
- * Parenting skills

e. Actions:

- * Teachers will develop web pages to increase parents' awareness and communication
- * Awareness of state requirements and importance of education

6. Technology:

People Responsible – Technology Director

Date reviewed annually.

a. Data Sources Reviewed:

- * Amount, quality and/or availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

b. Summary of Strengths:

- * Continuous technology training
- * Daily social media updates
- * Chromebooks for all Junior High/High School students

c. Summary of Needs:

- * Training for teachers on the use of available technology resources
- * Continue to integrate technology into core courses
- * Provide prompt and adequate technological support and training
- * Website training
- * Additional educational technology in response to the COVID-19 pandemic

d. Priorities:

- * Training on programs and data sources (e.g., DMAC)
- * Online messenger
- * Additional educational technology in response to the COVID-19 pandemic

e. Actions:

- * Upgrade and maintain technology equipment in classrooms
- * Utilize teachers as campus technology specialist to assist in training new staff and other teachers
- * Schedule training on specified programs
- * Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

Facilities Review

Year facility opened:

- * Clemons became Neches High School in 1966 after integration

Level of occupancy:

Facilities include:

- * Administration
- * 1 Special Education classroom
- * 12 classrooms for grades 7 - 12
- * 1 Ag Shop
- * 1 Gymnasium
- * 1 Weight Room

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
 - c. Barriers for educators, students, and parents.

2. Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Use instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Provide enriched and accelerated curriculum.
 - e. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - f. Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct an annual evaluation the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))
 - a. Regular monitoring and revision as necessary based on student needs.
 - b. Ensure all students are provided opportunities to meet the State academic standards.

Federal Requirements - Schoolwide Program Elements

Neches High School operates a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Neches High School reviewed/revised the CNA on September 26, 2022.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Needs Assessment Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Neches High School reviewed/revised the CIP on September 26, 2022. The Plan was reviewed by the following: Cory Hines, Superintendent; Amy Wilson and Trent Cook, Principals; Lindsey Batchelor, Assistant Principal; Kirstin Dickson, Curriculum Director; Sha-Ree Hudson, Counselor; Amanda McCarty, Nurse; Brandi Tiner, Business Manager; and Shayla Willmott, Parent. The CIP is available at the campus office, at the district office, and on the website. The CIP is distributed in English.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #5: Recruitment and Retention Initiatives Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct an annual Evaluation of Program Effectiveness (SWP EPE).

* Neches High School evaluated/revised the schoolwide plan on September 26, 2022.

- Goal #2: Accelerated Instruction Strategy / Evaluation of Program Effectiveness Activity
- Goal #5: Evaluation of Professional Development Program Strategy
- Goal #6: Evaluation of Technology Program Strategy

Needs Assessment Summary

Neches High School received a State Accountability Rating of A from TEA in 2022. This rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The campus earned Distinction Designations for Academic Achievement in ELAR and Mathematics, Comparative Academic Growth, and Postsecondary Readiness.

Student Strengths and Needs:

ELA/Reading: 81% of All Students met or exceeded the Approaches Grade Level standard on the STAAR ELA/Reading test. Percentages for other student groups ranged from 86% for African American students to 44% for Special Education students.

Math: 100% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. 100% of African American, White, and Economically Disadvantaged students met or exceeded the Approaches Grade Level standard.

Science: Students in eighth through twelfth grade took the STAAR Science test. 100% of All Students met or exceeded the Approaches Grade Level standard on the Science test. 100% of African American, White, and Economically Disadvantaged students met or exceeded the Approaches Grade Level standard.

Social Studies: Students in eighth through twelfth grade took the STAAR Social Studies test. 96% of All Students met or exceeded the Approaches Grade Level standard on the Social Studies test. Percentages for other student groups ranged from 95% for White students to 93% for Economically Disadvantaged students.

Interventions:

Neches High School has several programs in place to address identified needs. Students who need additional support or have difficulty in core subject areas or passing the STAAR tests qualify to receive additional assistance through the following programs:

- * At-Risk Instructional Services for grades 7 - 12
- * Tutorials after school for grades 7 - 12
- * Summer School for grades 7 - 12

Goal: 1 **Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)]**

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|----------------------------------|---|-----------------------------|---|---|
| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Parent and Family Engagement (SWP CIP) - Neches ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>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. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy is reviewed by the Campus Committee Members. The Policy is available at the campus office, on the website, and at PTO meetings.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff, Parents, and Community | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documentation :Parental Involvement Records - 05/23: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students. |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>The Policy is distributed in English.</p> <p>Stakeholders are notified through the Neches ISD Website, marquee postings, Tiger Times, social media, and folders/letters from the district and campus in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come, and a Public Notice will be posted. Parent and Family Engagement Meetings are held the third Monday of each month after school.</p> | | | | | | |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|------------------------------|--|-----------------------------|---|--|
| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP CIP) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Parents and Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documentation :Parental Involvement Records - 05/23: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact. |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|------------------------------|---|--|--|--|
| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Teachers | Documentation :Teacher Records - - 12/22: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s). | Increased student performance as a result of increased parent participation. | Documentation :Campus Records - - 05/23: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference. |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|------------------------------|--|--|---|--|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Parent and Community Support Organizations - Neches High School has various activities and programs available to help parents become involved with their children's education. These include:</p> <ul style="list-style-type: none"> * Campus level orientations to cover policies and procedures * Open House/Meet the Teacher * Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, participating in Teacher Appreciation Week activities, and Red Ribbon Week activities * Inviting parents/grandparents to read or speak to classes * Student performances such as FFA, etc. * Meet the Tiger Night * Veterans Day | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | Documentation :Parental Involvement Records - - 12/22: Increase in the participation of parents and community members in the educational system of Neches High School. | Parents as full partners in the education of Neches High School students. | Documentation :Parental Involvement Records - - 05/23: Increase in the participation of parents and community members in the educational system of Neches High School. |

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|---|---|
| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Building Capacity for Involvement - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documentation :Parental Involvement Records - 05/23: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year. |

Campus Improvement Plan
Neches High School 2022-2023

| Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|----------------------------------|---|---|---|--|
| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC) - As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]</p> <p>The SBDMC is made up of members of the Neches High School staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for one-year terms. The SBDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Neches High School. [TEC 11.251(b)]</p> <p>Each school year, the principal, with the assistance of the SBDMC, will review and revise the Campus Improvement Plan (CIP) to improve student performance for all student populations [TEC 11.253(c)]. The SBDMC reviewed/ revised the CIP on September 26, 2022. The CIP will be available at the campus office, at the district office, and on the website. The CIP will be distributed in English.</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Neches High School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Neches High School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Committee Members | <p>Documentation :Agenda Minutes, Sign-in Sheets - 08/22: SBDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.</p> <p>Documentation :Agenda Minutes, Sign-in Sheets- 12/22: SBDMC agendas and minutes reflect a continued monitoring of the Title I Program.</p> | <p>A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Neches High School.</p> <p>Neches High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p> | <p>Documentation :School Records - 01/23: A current CIP has been approved by the Neches ISD Board of Trustees.</p> <p>Documentation :School Records - 05/23: Neches High School will receive the State Accountability Rating of A.</p> |

Campus Improvement Plan
Neches High School 2022-2023

| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|---|-----------------|---|--|-----------------------------|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC will meet periodically to review the campus curriculum, instruction, and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p> | 5/2022 - 8/2022 | Superintendent - Cory Hines Principal - Trent Cook | Local Funds - Time Contributions of Committee Members | | The campus performance objectives will support the needs of Neches High School. | Documentation :Agenda Minutes, Sign-in Sheets-08/22: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment. |
| <p>Strategy:</p> <p>Federal and State Mandated Testing Program - Neches High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will be administered to students in Reading (grades 7 – 8), Math (grades 7 – 8), Science (grade 8), and Social Studies (grade 8).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology, and U. S. History.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> | 1/2023 - 5/2023 | Principal - Trent Cook | Local Funds - Testing Resources | | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

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| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|--|-----------------|--|---|--|--------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program.</p> <p>High School students are administered Benchmark assessments to evaluate their performance.</p> <p>Assessment data is disaggregated and analyzed to identify difficulties and create individual plans to improve student performance. Staff will be provided training on best practices and scientifically researched based interventions for students.</p> <p>A variety of learning opportunities are provided to increase student success among identified 504, Dyslexia, Special Education, ESL, White, Economically Disadvantaged, and At-Risk students. These include Inclusion, Tutorials, Intervention programs, and RtI programs.</p> <p>Due the COVID-19 pandemic, Neches High School will utilize Edgenuity, an online program for Spanish 1 and 2.</p> | 8/2022 - 5/2023 | Principal - Trent Cook Counselor - Sha-Ree Hudson | Local Funds - Assessment Instruments Federal - ESSER II - Time Contributions of Spanish Aide FTE: 1.00 <p style="text-align: right;">\$23,811.05</p> Federal - ESSER III - Edgenuity - Spanish Curriculum <p style="text-align: right;">\$33,000.00</p> | Informal Assessment :Classroom Assessments - 12/22: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|--|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need. | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests. | Program improvements are implemented. All targeted student groups show improvement on STAAR tests. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

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| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Accelerated Instruction (SWP CNA, CIP, EPE) - Neches High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2021 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs. | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff Federal - Title I, Part A - Supplemental Instructional Resources <div style="text-align: right;">\$299.00</div> Federal - Title II, Part A - Supplemental Instructional Resources <div style="text-align: right;">\$3,049.00</div> State - State Compensatory Education (SCE) - Supplemental Instructional Resources <div style="text-align: right;">\$500.00</div> | | Increased student achievement. | Documentation :School Records - 05/23: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented. |

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|--|-----------------|------------------------------|---|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: At-Risk Instructional Services - School districts that have less than 500 students enrolled during the school year may partially fund regular education teachers, based on the percentage of students at risk of dropping out of school to the total enrollment. The teachers will assess each student before placement using instructional materials and will modify instruction as necessary. The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance. A classroom aide will provide small group and individualized instruction in the classroom under the supervision of classroom teachers. | 8/2022 - 5/2023 | Principal - Trent Cook | State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 3.90 <p style="text-align: right;">\$204,937.40</p> | Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |
| Activity: Tutorial Program - Tutorial assistance will be provided to assist students in grades 7 - 12 with subject mastery in English Language Arts and Reading, Math, Science, and Social Studies. Students will receive assistance after school in an Extended Day Intervention Program for 30 to 60 minutes. | 8/2022 - 5/2023 | Principal - Trent Cook | Federal - ESSER III - Extra Duty Pay for Tutorial Teachers <p style="text-align: right;">\$4,246.88</p> Federal - ESSER III - Tutorial Resources <p style="text-align: right;">\$3,537.67</p> | Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

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| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Summer School Program - Summer School will be provided for 10 days to students in grades 7 - 12 to mitigate learning loss due to the COVID-19 pandemic. | June 2023 | Principal - Trent Cook | Federal - ESSER III - Extra Duty Pay for Summer School Teachers <p style="text-align: right;">\$3,397.50</p> Federal - ESSER III - Summer School Resources <p style="text-align: right;">\$1,500.00</p> | | Increased student achievement. | Informal Assessment :Classroom Assessments - - 06/23: Students in grades 7 - 12 will be promoted to the next grade. |
| Activity: Evaluation of Program Effectiveness (SWP EPE) - Neches High School will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Neches High School will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. | May 2023 | Principal - Trent Cook | Local Funds - Time Contributions of Faculty and Staff | | Program improvements are implemented. All targeted student groups show improvement on STAAR tests. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |
| Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA). Neches ISD will provide services for students with disabilities through a Shared Service Arrangement (SSA) with the Anderson County Special Education Co-Op. | 8/2022 - 5/2023 | Principal - Trent Cook | State - Special Education Block Grant - Special Education Allotment Federal - IDEA-B Formula - Anderson County Co-Op <p style="text-align: right;">\$80,136.00</p> | Documentation :Student Records - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Students with disabilities have every opportunity to meet their full educational potential. | Documentation :Student Records - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. |

| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|--|-----------------------------|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation. | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | State - State and Local Funds - Assessment Instruments | | Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs. | Documentation :School Records - - 05/23: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules. |

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|---|-----------------|--|---|--|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Special Education Modifications - Neches High School provides a range of educational programs and different instructional arrangements for students with disabilities. Alternative preparation classes are provided with the classes scheduled during the day. The appropriate instructional setting will be determined for each student by ARD committees. Assistive technology is provided to students as appropriate. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 7 - 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR (with approved or allowable accommodations). b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services. | 8/2022 - 5/2023 | Principal - Trent Cook Special Education Teacher - Ashley Radford | State - State and Local Funds - Time Contributions of Special Education Staff | Documentation :Student Records - - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment. | Documentation :Student Records - - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. |

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|---|-----------------|------------------------------|--|-----------------------------|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Speech Therapy and Occupational Therapy. | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | State - State and Local Funds - Time Contributions of Related Services Personnel | | Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet. | Documentation :Student Records - - 05/23: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs. |

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|--|-----------------|------------------------------|---|-----------------------------|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Transition Services - Neches High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.011, §29.0111 and TAC §89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | State - State and Local Funds - Time Contributions of Staff | | Students receive the transition services necessary to be successful in high school. | Documentation :Student Records - - 05/23: Transition activities are 100% in line with students' IEPs. |

Goal: 2 **Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|--|------------------------|-------------------------------|--|------------------------------|--|------------------------------|
| <p>and employment guide on the district's website in accordance with TEC §29.0112.</p> <p>Strategy:</p> <p>English as a Second Language (ESL) Education Program - Neches ISD offers an English as a Second Language (ESL) Program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</p> <p>The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EB/EL to participate equitably in school.</p> <p>Neches ISD is in a shared service arrangement (SSA) with Region VII.</p> | <p>8/2022 - 5/2023</p> | <p>Principal - Trent Cook</p> | <p>State - Bilingual Education Block Grant - Time Contributions of Staff</p> <p>Federal - Title III, Part A - ELA - Region VII SSA</p> | <p>See Activities below.</p> | <p>Students exiting EB/EL designation by LPAC.</p> | <p>See Activities below.</p> |

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|--|-----------------|------------------------------|---|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Emergent Bilingual (EB)/English Learners (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 7 – 12. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EB/EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention. (TEC 29.063) | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | State - State and Local Funds - Assessment Instruments | | Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement. | Documentation :Counselor Records - - 05/23: 100% of the students identified as EB/EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records. |
| Activity: Modifications for EB/EL - Students are served in an ESL program as dictated by TEC Sections 29.053 and 29.063. The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student. Students will receive assistance to help maintain or remediate previously taught math and/or reading skills. | 8/2022 - 5/2023 | Principal - Trent Cook | State - State and Local Funds - Time Contributions of ESL Staff | Informal Assessment :Classroom Assessments - - 12/22: 80% of students passing formal and informal assessment instruments. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| <p>Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p> | | | | | | |
|--|-----------------|--|--|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Program Reclassification - Reclassification criteria are applicable to students in grades 7 – 12 who are identified as Bilingual, ESL, or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program.</p> <p>To be reclassified from a Bilingual or ESL program, a student may be reclassified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * English Language Proficiency Assessment: Grades 7 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 7 – 10: Meet passing standard on the STAAR Reading (English) test, or STAAR English I or English II EOC exams. * Results of a subjective teacher evaluation using the state's standardized rubric. <p>The LPAC will monitor students</p> | 8/2022 - 5/2023 | Principal - Trent Cook Counselor - Sha-Ree Hudson | State - State and Local Funds - Time Contributions of Staff and LPAC | Informal Assessment :Classroom Assessments - - 12/22: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/23: 87% of students in grades 7 - 12 will pass the appropriate grade-level STAAR ELA/Reading tests/STAAR English EOC exams in English and/or Spanish. |

Goal: 2 **Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|--|------------------------|-------------------------------|--|--|---------------------------------------|--|
| <p>who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Program - Neches ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Currently, there are no Migrant students in Neches ISD.</p> | <p>8/2022 - 5/2023</p> | <p>Principal - Trent Cook</p> | <p>Local Funds - Time Contributions of Staff</p> | <p>Informal Assessment :Classroom Assessments - 12/22: 80% of Migrant students passing formal and informal assessment instruments.</p> | <p>Increased student achievement.</p> | <p>Criterion-Referenced Test :STAAR Tests- 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p> |

| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|--|--------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Modifications for Dyslexia - At Neches High School, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. | 8/2022 - 5/2023 | Principal - Trent Cook | State - State and Local Funds - Time Contributions of Staff | Informal Assessment :Classroom Assessments - - 12/22: 80% of students will demonstrate improved reading and comprehension skills. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students with dyslexia in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

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| <p>Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p> | | | | | | |
|--|-----------------|-------------------------------------|---|-----------------------------|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions, and providing notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.</p> | 8/2022 - 5/2023 | 504 Coordinator - Lindsey Batchelor | Local Funds - Time Contributions of Staff | | 504 students will be given the supplemental assistance required for them to progress along with their non-504 peers. | Documentation :School Records - 05/23: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per school records. |

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| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|--|------------------------|---|---|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Gifted and Talented (G/T) Program - Neches ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <p>1) exhibits high performance capability in an intellectual, creative, or artistic area;</p> <p>2) possesses an unusual capacity for leadership; or</p> <p>3) excels in a specific academic field.</p> <p>Activity:</p> <p>G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Activity:</p> <p>Modifications for G/T Students - Students are provided with a challenging differentiated curriculum to reinforce skills needed for advanced performance on the STAAR tests. The curriculum will include field trips, and dual credit courses.</p> | 8/2022 - 5/2023 | Principal - Trent Cook G/T Coordinator - Jennifer Sparks | State - Gifted and Talented Block Grant - G/T Allotment | Documentation :Counselor Records - 12/22: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records. | G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. | Informal Assessment :Classroom Assessments - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year. |
| <p>G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Activity:</p> <p>Modifications for G/T Students - Students are provided with a challenging differentiated curriculum to reinforce skills needed for advanced performance on the STAAR tests. The curriculum will include field trips, and dual credit courses.</p> | 8/2022 - 5/2023 | G/T Coordinator - Jennifer Sparks | State - State and Local Funds - Assessment Instruments | | G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. | Documentation :Student Records - - 05/23: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities. |
| <p>Modifications for G/T Students - Students are provided with a challenging differentiated curriculum to reinforce skills needed for advanced performance on the STAAR tests. The curriculum will include field trips, and dual credit courses.</p> | 8/2022 - 5/2023 | Principal - Trent Cook G/T Coordinator - Jennifer Sparks | State - State and Local Funds - Time Contributions of Staff | Documentation :Student Records - - 12/22: Teacher records indicate that 90% of the G/T students are performing in line with district expectations. | G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. | Informal Assessment :Classroom Assessments - - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year. |

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| Goal: 2 Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|--|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Ancillary Services - Neches ISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school. | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Ancillary Staff | Documentation :Campus Records - 12/22: 80% of students referred for Ancillary Services will have been served as indicated in campus records. | All students are provided an equitable education, with Ancillary Services available to "help level the playing field". | Criterion-Referenced Test :STAAR Tests- 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |
| Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups – behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning. | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | Local Funds - Time Contributions of Counselor | Documentation :Counselor Records - - 12/22: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention. | The Counseling and Guidance program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates. | Criterion-Referenced Test :STAAR Tests - - 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |
| Activity: Library Services - A Library-Media Services program is available to support curricular needs and enhance learning. Available resources include: * Full-scale Library facilities available to all students, * Computers with internet access, * Accelerated Reader Program and * Tech Support. | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Library Staff | Documentation :School Records - - 12/22: All Neches High School students have access to the Neches library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities. | The Neches ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups. | Documentation :School Records - - 06/23: An increase of 25% or more in the circulation of library materials. |

Goal: 2 **Neches High School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
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| <p>Activity:</p> <p>Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Neches ISD will be in compliance with federal Homeless regulations.</p> | <p>8/2022 - 5/2023</p> | <p>Homeless Liaison - Trent Cook</p> | <p>Federal - Title I, Part A - Homeless Resources</p> <p style="text-align: right;">\$100.00</p> | <p>Documentation :Agendas, Meeting Notes - - 12/22: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p> | <p>Increased student achievement.</p> | <p>Documentation :Campus Records - - 05/23: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.</p> |

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| Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|--|---|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Attendance Incentives and Strategies - Promote parent awareness of the importance of maintaining daily attendance by providing students and parents with information regarding the state and district policies on truancy and compulsory attendance. Campus procedures to increase attendance will include:</p> <ul style="list-style-type: none"> * Continue attendance improvement programs at each campus by offering certificates, award assemblies, and drawings; * Conduct conferences, phone calls, home visits, emails, and Saturday School; * Contact with parents on the 2nd consecutive absence; * Principal warning letter after 3rd unexcused or 10th excused absence; * Work cooperatively with the Justice of the Peace to address compulsory attendance requirements; * Review and update legal and local policies concerning attendance; * Encourage attendance by providing alternative setting in DAEP for students who violate the Student Code of Conduct; <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year and accurate absentee records are maintained through TEXEIS attendance software.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | <p>Documentation :Parent Contact Agendas and Logs - 08/22: Parent Contact logs show that parents have been provided attendance information.</p> <p>Documentation :Parent Contact Agendas and Logs - 12/22: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p> | Neches High School will encourage increased student attendance. | <p>Documentation :Attendance Records - 05/23: Attendance Records reflect an attendance rate at 97% or above.</p> <p>Documentation :Parent Contact Agendas and Logs - 05/23: Contact with 100% of parents/guardians of students who have excessive absences.</p> |

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| Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] | | | | | | |
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| Objective(s): | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Neches ISD and continue into high school. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Counseling will be provided to at-risk students who are failing or show signs of dropping out of school. Teachers, aides and volunteers will be utilized to supplement instruction with tutorials, re-teaching, and assistance in and out of the regular classroom setting.</p> <p>Activity:</p> <p>Credit Recovery Program - Neches High School provides a Drop Out Recovery program during the school day for grades 7 - 12.</p> <p>The program allows students the opportunity to regain failed credits and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use the program to receive targeted interventions that extend and support the classroom lessons.</p> <p>This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Faculty and Staff | Documentation :Attendance Records - 12/22: Attendance Records reflect an attendance rate at 97% or above. | Maintain student dropout rate of 0%. | Documentation :Student Records - 05/23: 90% of students will be promoted to the next grade level or obtain a high school diploma. |
| <p>Activity:</p> <p>Credit Recovery Program - Neches High School provides a Drop Out Recovery program during the school day for grades 7 - 12.</p> <p>The program allows students the opportunity to regain failed credits and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use the program to receive targeted interventions that extend and support the classroom lessons.</p> <p>This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | Informal Assessment :Classroom Assessments - - Six Weeks: Six-week grade reports show on-time credit accrual. | Increased student achievement. | Documentation :Student Records - - 05/23: 100% of students will attain the appropriate credits and graduate in four years. |

Goal: 3 **Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]**

Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
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| <p>Strategy:</p> <p>Extracurricular Activities - Neches High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure students develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> | <p>8/2022 - 5/2023</p> | <p>Principal - Trent Cook</p> | <p>Local Funds - Time Contributions of Extracurricular Staff</p> | | <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p> | <p>Documentation :School Records - 05/23: Increase in the number of students participating in extracurricular activities as compared to the previous year.</p> |

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
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| Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services. College preparatory courses and concurrent enrollment opportunities will be offered. Students will be counseled to encourage enrollment in advanced and honor courses. * Career: Career Awareness will be promoted through visits from outside professionals, mentors, and the use of career resources to help guide students in career and academic decisions. * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities: Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education. Participation in college entrance exams will be encouraged through increasing parent awareness of the importance of the PSAT, SAT and ACT testing through newsletters and meetings; encouraging students to take the PSAT; encouraging minority students to take the college entrance exams and providing access to SAT and ACT prep materials. | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | Local Funds - Time Contributions of Staff | | Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments. | Documentation :Student Records - 05/23: All students complete High School with ideas of potential careers and goals to prepare themselves for further successful studies. |

| Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56.</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school by directing students into Distinguished Achievement Program whenever appropriate.</p> <p>4) Source of information on higher education admissions and financial aid.</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits by promoting concurrent classes with area colleges, offering college credit classes outside of the regular school day, and exploring distance learning classes as a way to expand the curriculum.</p> <p>The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p> | | | | | | |

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| Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): | | | | | | |
|---|-----------------|---|--|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Career and Technical Education - Neches ISD offers CTE programs at the Junior High/High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. Programs offered include: Agriculture: Advanced Animal Science, Agriculture Fabrication, Agriculture Power Systems, Small Animal Management, Agricultural Science 101, Agricultural Science 221, and Agricultural Mechanics Business: Business Computers and Information Systems (BCIS), Computer App, Business Information Management, and Accounting Human Services: Interpersonal Studies, Leadership, Child Development, Culinary Arts, and Lifetime Nutrition and Wellness Health Sciences: Anatomy and Physiology and Medical Terminology. Certification are offered in Certified Nursing Assistant (CNA), Hunter's Safety, Welder's Certification, Microsoft, and Adobe. Dual credit classes are offered through Trinity Valley Community College for students in grades 11 and 12 in Computer Science, Medical Terminology, Nutrition, BCIS, and CNA. | 8/2022 - 5/2023 | Career & Technology Teacher - Colby Wilbanks Career & Technology Teacher - Christy Kaudelka Career & Technology Teacher - Andy Snider | Federal - Perkins V - Region VII Carl Perkins Consortium \$4,206.00 State - Career and Technology Block Grant - Time Contributions of CTE Staff \$276,395.00 Federal - Title IV, Part A - Dual Credit Student Textbooks \$9,200.00 State - CCMR Outcomes Bonus - Certification Books and Testing Materials \$17,000.00 Federal - ESSER III - Student Tuition \$30,000.00 | Informal Assessment :Classroom Assessments - 12/22: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades. | Increased student achievement. | Documentation :Campus Records - 05/23: The percentage of seniors earning industry-based certifications will increase from 5% to 10%. |

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
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| <p>The district will support cross-curricular teaming between CTE teachers and core-content teachers to ensure consistent reinforcement of the TEKS.</p> <p>Due the COVID-19 pandemic, Neches High School will offer student tuition to CTE students.</p> | | | | | | |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|-----------------------------|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Professional Development Needs Assessment Strategy (SWP CNA) - Annual needs assessment results indicate a need for: * Staff development to meet state requirements for Confidentiality, Science Safety updates, Blood Borne Pathogens, Dating Violence, CPS, Bullying, and Sexual Harassment * Paraprofessional Institute * Update training for all staff on district procedures for supporting students who are EB/EL, SPED, G/T, At-Risk, Title I, or have Dyslexia * Training provided as needed on areas such as updates on DMAC components, CPR training and updates for staff, training on working with parents as equal partners, CPI/TBSI training and updates, and STEM training * Child Safety Training in areas such as online safety and food allergies * Mentor training * Suicide Awareness training for staff | September 2022 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | | Increase in student performance as professional development activities focus on needs of faculty. | Documentation :School Records - 09/22: A PD Program will have been designed to have met the needs of the Neches High School faculty. |

Campus Improvement Plan
Neches High School 2022-2023

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Professional Development Program (SWP CIP) - Through the SBDMC, teachers, parents, and community members participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained and * will be tied to the TEKS and STAAR. Staff development opportunities will be provided for all staff members in a variety of methods including video conferencing, online training, local in-service days, cooperating with local districts and through training offered by the regional service centers. | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff and Committee Members | Documentation :Professional Development Records - 08/22: The PD program will have been designed to have met the needs of the Neches High School faculty. | Increase in student performance as professional development activities focus on needs of faculty. | Documentation :Professional Development Records - 04/23: The Principal and the SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs. |
| Strategy: Evaluation of Professional Development Program (SWP EPE) - The Neches High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement. | May 2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | | Increase in student performance as professional development activities focus on needs of students and faculty. | Informal Assessment :Classroom Assessments - 05/23: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests- 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|-------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The SBDMC, including parents and community members will be involved in the process of developing recruitment and retention initiatives and strategies. Employment openings will be posted on the TASA net and district website. All applicants are screened prior to the interview process, and will have at least a bachelor's degree, full state certification and demonstrate competency in the core academic subject area assigned. Recruiting activities will ensure that Neches High School has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Neches High School ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>In response to the COVID-19 pandemic, Neches High School will provide all staff with retention stipends to retain fully certified staff and continue to employ existing staff.</p> | 8/2022 - 5/2023 | Principal - Trent Cook | Federal - Title I, Part A - Retention Stipends <p style="text-align: right;">\$11,413.13</p> Federal - Title II, Part A - Retention Stipends <p style="text-align: right;">\$5,072.50</p> Federal - ESSER III - Retention Stipends <p style="text-align: right;">\$12,174.00</p> | | 100% Fully Certified Faculty. | Documentation :HR Records - 05/23: Neches High School finishes the school year with 100% Fully Certified Faculty. |

| Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(10)] Objective(s): | | | | | | |
|--|-----------------|---|--|-----------------------------|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Neches High School reviews the following areas: - the amount, quality and availability of equipment, - extent to which teachers integrate technology into instruction, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology, and - technology professional development opportunities. Priority needs in technology include the need to train teachers on the use of available technology resources including the website and DMAC, continue to integrate technology into core courses, provide prompt and adequate technological support and training, and provide remote learning in response to COVID-19. The district will address these needs in different ways: * Upgrade and maintain technology equipment in classrooms. * Utilize teachers as campus technology specialist to assist in training new staff and other teachers. * Schedule training on specified programs. * Purchase educational technology to facilitate remote learning. | September 2022 | Principal - Trent Cook Technology Director - Sherry Luna | Local Funds - Time Contributions of Staff | | The educational system of Neches High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents, and community members. | Documentation :Agendas, Meeting Notes - 09/22: A technology CNA has been conducted and the results have been made available to the appropriate staff. |

| Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(10)] Objective(s): | | | | | | |
|---|-----------------|---|--|--|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Technology Integrated Curriculum (SWP CIP) - Neches High School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. A technology plan will be maintained to monitor, evaluate and revise as necessary to meet the needs of the campus and district. Activities include: 1) Using instructional software programs to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. Wireless connectivity is available at each campus to enable students and teachers accessibility to technology. The Distance Learning lab will be utilized for staff development, college courses, dual credit courses, virtual field trips, online presentations and instruction. Robotics and technology based lessons will also be offered. 2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. New staff will receive training on using DMAC to assess student's performance. The district will continue the use of networked email system and website to communicate with district employees, parents, students and the community. 3) Continuous training on integrating technology in the classroom and using technology to assist in classroom administration will be provided. New staff will receive training on equipment such as smart | 8/2022 - 5/2023 | Principal - Trent Cook Technology Director - Sherry Luna | Federal - ESSER II - Districtwide Educational Technology \$1,478.00 | Documentation :Lesson Plans - 12/22: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week. | An educational system that is strengthened by utilizing technology as an integral component. | Criterion-Referenced Test :STAAR Tests- 05/23: 95% of students in grades 7 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

Goal: 6 **Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(10)]**
Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

Goal: 7 Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| <p>Goal: 7 Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p> | | | | | | |
|---|-----------------|------------------------------|--|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy. 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care. 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being. 4. Counseling services designed to improve the mental, emotional and social health of students. 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities. 6. School, parent and community involvement in the health and well-being of students. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and | 8/2022 - 5/2023 | Principal - Trent Cook | Local Funds - Time Contributions of Staff | Documentation :Discipline Referrals - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documentation :Discipline Referrals - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health. |

| <p>Goal: 7 Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p> | | | | | | |
|--|-----------------|------------------------------|--|--|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>social development.</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Neches High School students is of utmost importance, and the campus seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>A comprehensive guide will be provided to students and parents outlining the district's discipline management policies.</p> <p>In an effort to promote "Safe Schools," Neches High School will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Visitor check-in and Visitor passes * Schedule drills * Weekly door sweeps * Annual Safety inspections and presentations * Evaluate the use of surveillance cameras at all gates and entry ways * Security System and Cameras * Two-Way Radio System * Annual notification and training on the school defibrillator * Character Education Program * Training on blood borne pathogens and annual CPR/AED training * Guardian Program | 8/2022 - 5/2023 | Principal - Trent Cook | <p>Local Funds - Time Contributions of Faculty and Staff</p> <p>State - School Safety Allotment - Districtwide School Safety Allotment</p> <p style="text-align: right;">\$3,033.00</p> | <p>Documentation :Discipline Referrals - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p> | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documentation :Discipline Referrals - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p> |

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Goal: 7 **Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|---|-----------------|--|---|--|--|---|
| <p>Activity:</p> <p>Disciplinary Alternative Education Program (DAEP) - Neches High School students will be knowledgeable about the Student Code of conduct, campus rules, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Neches ISD students who have violated the district code of conduct may be placed in the DAEP, which is provided through an arrangement with Westwood ISD. A regular education program with highly qualified teachers in each core subject areas and counseling services will be provided for any student who is at risk of dropping out of school.</p> | 8/2022 - 8/2023 | Principal - Trent Cook | <p>State - State Compensatory Education (SCE) - DAEP Student Tuition</p> <p style="text-align: center;">\$5,000.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/22: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p> | A safe learning environment for students, having a positive impact on student achievement. | <p>Informal Assessment :Classroom Assessments - - 05/23: Final report card grades and STAAR assessments will indicate program's success.</p> |
| <p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Neches ISD recruits parents, community members, and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>Specific activities will be planned to raise awareness of the dangers of drugs and violence. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Student Assemblies on bullying, drug prevention, health, and safety * Dating Violence Policy (see Board Policy FFH-Local) * Wellness Policy | 8/2022 - 5/2023 | Principal - Trent Cook Counselor - Sha-Ree Hudson | Local Funds - Time Contributions of Staff and Community | Documentation :Discipline Referrals - - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documentation :Discipline Referrals - - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to increased awareness of the dangers of drugs and violence. |

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Goal: 7 **Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

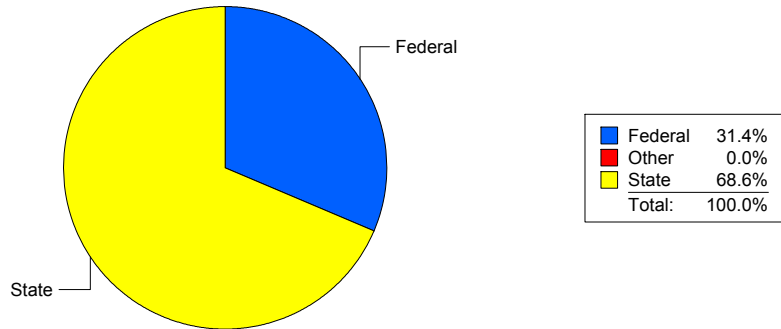
Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|---|------------------------|--|--|--|---|--|
| <p>Activity: Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p> | <p>8/2022 - 5/2023</p> | <p>Counselor - Sha-Ree Hudson Nurse - Amanda McCarty</p> | <p>Local Funds - Time Contributions of Staff and Faculty</p> | <p>Documentation :Campus Records - - 12/22: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.</p> | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documentation :Campus Records - - 05/23: Campus Records indicate all students graduate from school.</p> |

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| <p>Goal: 7 Neches High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p> | | | | | | |
|--|-----------------|------------------------------|---|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior | 8/2022 - 5/2023 | Counselor - Sha-Ree Hudson | <p>Local Funds - Time Contributions of Counselor</p> <p>Federal - ESSER III - Time Contributions of Counselor</p> <p style="text-align: right;">\$5,662.50</p> | <p>Documentation :Counselor Records - 12/22: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p> | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documentation :Counselor Records - 05/23: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p> |

Funding Values By Program



Campus Improvement Plan
Neches High School 2022-2023
Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|---|------------|--------------------|
| ESSER II | | |
| Districtwide Educational Technology | 0.00 | \$1478.00 |
| Time Contributions of Spanish Aide | 1.00 | \$23811.05 |
| ESSER III | | |
| Time Contributions of Counselor | 0.00 | \$5662.50 |
| Extra Duty Pay for Tutorial Teachers | 0.00 | \$4246.88 |
| Tutorial Resources | 0.00 | \$3537.67 |
| Extra Duty Pay for Summer School Teachers | 0.00 | \$3397.50 |
| Summer School Resources | 0.00 | \$1500.00 |
| Retention Stipends | 0.00 | \$12174.00 |
| Student Tuition | 0.00 | \$30000.00 |
| Edgenuity - Spanish Curriculum | 0.00 | \$33000.00 |
| IDEA-B Formula | | |

Campus Improvement Plan
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Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|----------------------------|
| IDEA-B Formula | | |
| Anderson County Co-Op | 0.00 | \$80136.00 |
| Perkins V | | |
| Region VII Carl Perkins Consortium | 0.00 | \$4206.00 |
| Title I, Part A | | |
| Retention Stipends | 0.00 | \$11413.13 |
| Supplemental Instructional Resources | 0.00 | \$299.00 |
| Homeless Resources | 0.00 | \$100.00 |
| Title II, Part A | | |
| Supplemental Instructional Resources | 0.00 | \$3049.00 |
| Retention Stipends | 0.00 | \$5072.50 |
| Title III, Part A - ELA | | |
| Region VII SSA | 0.00 | \$0.00 |
| Title IV, Part A | | |
| Dual Credit Student Textbooks | 0.00 | \$9200.00 |
| | | <u>\$232,283.23</u> |
| Other | | |
| | <u>FTE</u> | <u>DollarValue</u> |
| Local Funds | | |
| Acceptable Use Policy | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |

Campus Improvement Plan
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Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| Local Funds | | |
| Time Contributions of Staff and Committee Members | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Ancillary Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Extracurricular Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff, Parents, and Community | 0.00 | \$0.00 |
| Time Contributions of Parents and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Testing Resources | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 0.00 | \$0.00 |
| Time Contributions of Teachers | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 0.00 | \$0.00 |
| Time Contributions of Library Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Community | 0.00 | \$0.00 |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |

Campus Improvement Plan
Neches High School 2022-2023

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------|
| Local Funds | | |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| | | \$0.00 |
| | | |
| State | <u>FTE</u> | <u>DollarValue</u> |
| Bilingual Education Block Grant | | |
| Time Contributions of Staff | 0.00 | \$0.00 |
| | | |
| Career and Technology Block Grant | | |
| Time Contributions of CTE Staff | 0.00 | \$276395.00 |
| | | |
| CCMR Outcomes Bonus | | |
| Certification Books and Testing Materials | 0.00 | \$17000.00 |
| | | |
| Dyslexia Allotment | | |
| Dyslexia Allotment | 0.00 | \$0.00 |
| | | |
| Gifted and Talented Block Grant | | |
| G/T Allotment | 0.00 | \$0.00 |
| | | |
| School Safety Allotment | | |
| Districtwide School Safety Allotment | 0.00 | \$3033.00 |
| | | |
| Special Education Block Grant | | |
| Special Education Allotment | 0.00 | \$0.00 |
| | | |
| State and Local Funds | | |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of Related Services Personnel | 0.00 | \$0.00 |

Campus Improvement Plan
 Neches High School 2022-2023

Funding Values By Program

| State | <u>FTE</u> | <u>DollarValue</u> |
|---|------------|---|
| State and Local Funds | | |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of ESL Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and LPAC | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| State Compensatory Education (SCE) | | |
| DAEP Student Tuition | 0.00 | \$5000.00 |
| Time Contributions of Staff | 3.90 | \$204937.40 |
| Supplemental Instructional Resources | 0.00 | \$500.00 |
| | | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | | \$506,865.40 |
| Grand Total: | | \$739,148.63 |

2021-22 Texas Academic Performance Report (TAPR)

District Name: NECHES ISD

Campus Name: NECHES H S

Campus Number: 001906002

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 65% | 82% | 82% | * | 60% | 84% | - | - | - | - | * | - | 86% | 79% | 73% | * |
| | 2021 | 67% | 87% | 87% | * | * | 89% | - | - | - | - | * | - | 94% | 71% | 75% | * |
| At Meets Grade Level or Above | 2022 | 47% | 64% | 64% | * | 40% | 68% | - | - | - | - | * | - | 71% | 57% | 53% | * |
| | 2021 | 50% | 61% | 61% | * | * | 56% | - | - | - | - | * | - | 69% | 43% | 50% | * |
| At Masters Grade Level | 2022 | 11% | 25% | 25% | * | 0% | 26% | - | - | - | - | * | - | 21% | 29% | 13% | * |
| | 2021 | 12% | 17% | 17% | * | * | 17% | - | - | - | - | * | - | 19% | 14% | 13% | * |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 80% | 80% | * | * | 84% | - | - | - | - | 50% | - | 83% | 71% | 75% | * |
| | 2021 | 71% | 80% | 80% | * | * | 85% | - | - | - | * | * | * | 81% | * | 85% | - |
| At Meets Grade Level or Above | 2022 | 55% | 56% | 56% | * | * | 58% | - | - | - | - | 33% | - | 61% | 43% | 63% | * |
| | 2021 | 57% | 68% | 68% | * | * | 75% | - | - | - | * | * | * | 71% | * | 69% | - |
| At Masters Grade Level | 2022 | 9% | 8% | 8% | * | * | 5% | - | - | - | - | 0% | - | 6% | 14% | 13% | * |
| | 2021 | 11% | 4% | 4% | * | * | 5% | - | - | - | * | * | * | 5% | * | 8% | - |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 100% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| | 2021 | 73% | 95% | 95% | * | * | 100% | - | - | - | - | * | - | 93% | 100% | 100% | * |
| At Meets Grade Level or Above | 2022 | 43% | 89% | 89% | 100% | * | 89% | - | - | - | - | * | * | 100% | 79% | 85% | * |
| | 2021 | 41% | 85% | 85% | * | * | 88% | - | - | - | - | * | - | 87% | 80% | 86% | * |
| At Masters Grade Level | 2022 | 27% | 46% | 46% | 60% | * | 56% | - | - | - | - | * | * | 50% | 43% | 23% | * |
| | 2021 | 23% | 60% | 60% | * | * | 63% | - | - | - | - | * | - | 60% | 60% | 57% | * |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 100% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| | 2021 | 82% | 95% | 95% | * | * | 94% | - | - | - | - | * | - | 93% | 100% | 100% | * |
| At Meets Grade Level or Above | 2022 | 55% | 54% | 54% | 40% | * | 61% | - | - | - | - | * | * | 64% | 43% | 21% | * |
| | 2021 | 55% | 81% | 81% | * | * | 81% | - | - | - | - | * | - | 87% | 67% | 71% | * |
| At Masters Grade Level | 2022 | 21% | 18% | 18% | 20% | * | 17% | - | - | - | - | * | * | 14% | 21% | 7% | * |
| | 2021 | 22% | 43% | 43% | * | * | 38% | - | - | - | - | * | - | 47% | 33% | 29% | * |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 89% | 96% | 96% | * | * | 95% | - | - | - | * | * | - | 100% | * | 93% | - |
| | 2021 | 88% | 90% | 90% | - | * | 89% | - | - | - | - | * | - | 94% | * | 100% | * |
| At Meets Grade Level or Above | 2022 | 68% | 56% | 56% | * | * | 65% | - | - | - | * | * | - | 61% | * | 57% | - |
| | 2021 | 69% | 75% | 75% | - | * | 72% | - | - | - | - | * | - | 76% | * | 75% | * |
| At Masters Grade Level | 2022 | 42% | 22% | 22% | * | * | 30% | - | - | - | * | * | - | 26% | * | 14% | - |
| | 2021 | 43% | 30% | 30% | - | * | 28% | - | - | - | - | * | - | 24% | * | 25% | * |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 92% | * | * | - | - | * | - | - | - | - | - | - | - | * | - | - |
| | 2021 | 95% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| At Meets Grade Level or Above | 2022 | 64% | * | * | - | - | * | - | - | - | - | - | - | - | * | - | - |
| | 2021 | 69% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| At Masters Grade Level | 2022 | 13% | * | * | - | - | * | - | - | - | - | - | - | - | * | - | - |
| | 2021 | 14% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 90% | 92% | 95% | 83% | 93% | - | - | - | * | 67% | * | 94% | 89% | 89% | * |
| | 2021 | 67% | 83% | 89% | 67% | 86% | 91% | - | - | - | * | 75% | * | 90% | 84% | 91% | * |
| At Meets Grade Level or Above | 2022 | 48% | 64% | 64% | 55% | 56% | 67% | - | - | - | * | 28% | * | 70% | 54% | 55% | * |
| | 2021 | 41% | 53% | 73% | 50% | 79% | 74% | - | - | - | * | 25% | * | 77% | 60% | 70% | * |
| At Masters Grade Level | 2022 | 23% | 27% | 24% | 30% | 6% | 26% | - | - | - | * | 0% | * | 23% | 26% | 14% | * |
| | 2021 | 18% | 23% | 29% | 33% | 36% | 28% | - | - | - | * | 0% | * | 29% | 32% | 23% | * |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 87% | 81% | 86% | 63% | 84% | - | - | - | - | 44% | - | 84% | 76% | 74% | * |
| | 2021 | 68% | 78% | 83% | * | 80% | 87% | - | - | - | * | 67% | * | 86% | 73% | 81% | * |
| At Meets Grade Level or Above | 2022 | 53% | 67% | 60% | 57% | 50% | 63% | - | - | - | - | 33% | - | 66% | 52% | 57% | * |
| | 2021 | 45% | 52% | 65% | * | 80% | 66% | - | - | - | * | 0% | * | 70% | 45% | 62% | * |
| At Masters Grade Level | 2022 | 25% | 30% | 17% | 29% | 13% | 16% | - | - | - | - | 0% | - | 13% | 24% | 13% | * |
| | 2021 | 18% | 22% | 10% | * | 20% | 11% | - | - | - | * | 0% | * | 11% | 9% | 10% | * |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 94% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| | 2021 | 66% | 89% | 95% | * | * | 100% | - | - | - | - | * | - | 93% | 100% | 100% | * |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2022 | 42% | 69% | 86% | 100% | * | 84% | - | - | - | - | * | * | 100% | 73% | 85% | * |
| | 2021 | 37% | 58% | 85% | * | * | 88% | - | - | - | - | * | - | 87% | 80% | 86% | * |
| At Masters Grade Level | 2022 | 20% | 27% | 45% | 60% | * | 53% | - | - | - | - | * | * | 50% | 40% | 23% | * |
| | 2021 | 18% | 26% | 60% | * | * | 63% | - | - | - | - | * | - | 60% | 60% | 57% | * |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 90% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| | 2021 | 71% | 93% | 95% | * | * | 94% | - | - | - | - | * | - | 93% | 100% | 100% | * |
| At Meets Grade Level or Above | 2022 | 47% | 54% | 54% | 40% | * | 61% | - | - | - | - | * | * | 64% | 43% | 21% | * |
| | 2021 | 44% | 57% | 81% | * | * | 81% | - | - | - | - | * | - | 87% | 67% | 71% | * |
| At Masters Grade Level | 2022 | 21% | 23% | 18% | 20% | * | 17% | - | - | - | - | * | * | 14% | 21% | 7% | * |
| | 2021 | 20% | 31% | 43% | * | * | 38% | - | - | - | - | * | - | 47% | 33% | 29% | * |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 83% | 96% | * | * | 95% | - | - | - | * | * | - | 100% | * | 93% | - |
| | 2021 | 73% | 81% | 90% | - | * | 89% | - | - | - | - | * | - | 94% | * | 100% | * |
| At Meets Grade Level or Above | 2022 | 50% | 51% | 56% | * | * | 65% | - | - | - | * | * | - | 61% | * | 57% | - |
| | 2021 | 49% | 51% | 75% | - | * | 72% | - | - | - | - | * | - | 76% | * | 75% | * |
| At Masters Grade Level | 2022 | 30% | 26% | 22% | * | * | 30% | - | - | - | * | * | - | 26% | * | 14% | - |
| | 2021 | 29% | 23% | 30% | - | * | 28% | - | - | - | - | * | - | 24% | * | 25% | * |

* 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)
NECHES H S (001906002) - NECHES ISD - ANDERSON 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) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2022 | 71 | 63 | 63 | * | * | 53 | - | - | - | - | * | - | 62 | 67 | 79 | * |
| | 2019 | 69 | 86 | 86 | * | * | 82 | - | - | - | * | * | - | 84 | * | 100 | - |
| End of Course Algebra I | 2022 | 67 | 92 | 92 | 100 | * | 88 | - | - | - | - | * | - | 92 | 92 | 82 | * |
| | 2019 | 75 | 86 | 86 | * | * | 91 | - | - | - | - | * | - | 84 | 90 | 78 | * |
| All Grades Both Subjects | 2022 | 74 | 81 | 79 | 100 | 100 | 72 | - | - | - | - | 67 | - | 76 | 83 | 81 | * |
| | 2019 | 69 | 72 | 86 | * | 90 | 87 | - | - | - | * | * | - | 84 | 93 | 86 | * |
| All Grades ELA/Reading | 2022 | 78 | 78 | 63 | * | * | 53 | - | - | - | - | * | - | 62 | 67 | 79 | * |
| | 2019 | 68 | 62 | 86 | * | * | 82 | - | - | - | * | * | - | 84 | * | 100 | - |
| All Grades Mathematics | 2022 | 69 | 83 | 92 | 100 | * | 88 | - | - | - | - | * | - | 92 | 92 | 82 | * |
| | 2019 | 70 | 81 | 86 | * | * | 91 | - | - | - | - | * | - | 84 | 90 | 78 | * |

* 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)
NECHES H S (001906002) - NECHES ISD - ANDERSON 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% | 90% | 92% | - | - | - | - | - | - | * | * | - | - | - | - | 92% | * | - |
| | 2021 | 67% | 83% | 89% | - | - | - | - | - | - | * | * | - | - | - | - | 89% | * | - |
| At Meets Grade Level or Above | 2022 | 48% | 64% | 64% | - | - | - | - | - | - | * | * | - | - | - | - | 63% | * | - |
| | 2021 | 41% | 53% | 73% | - | - | - | - | - | - | * | * | - | - | - | - | 72% | * | - |
| At Masters Grade Level | 2022 | 23% | 27% | 24% | - | - | - | - | - | - | * | * | - | - | - | - | 25% | * | - |
| | 2021 | 18% | 23% | 29% | - | - | - | - | - | - | * | * | - | - | - | - | 30% | * | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 87% | 81% | - | - | - | - | - | - | * | * | - | - | - | - | 80% | * | - |
| | 2021 | 68% | 78% | 83% | - | - | - | - | - | - | * | * | - | - | - | - | 83% | * | - |
| At Meets Grade Level or Above | 2022 | 53% | 67% | 60% | - | - | - | - | - | - | * | * | - | - | - | - | 59% | * | - |
| | 2021 | 45% | 52% | 65% | - | - | - | - | - | - | * | * | - | - | - | - | 64% | * | - |
| At Masters Grade Level | 2022 | 25% | 30% | 17% | - | - | - | - | - | - | * | * | - | - | - | - | 18% | * | - |
| | 2021 | 18% | 22% | 10% | - | - | - | - | - | - | * | * | - | - | - | - | 11% | * | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 94% | 100% | - | - | - | - | - | - | * | * | - | - | - | - | 100% | * | - |
| | 2021 | 66% | 89% | 95% | - | - | - | - | - | - | * | * | - | - | - | - | 95% | * | - |
| At Meets Grade Level or Above | 2022 | 42% | 69% | 86% | - | - | - | - | - | - | * | * | - | - | - | - | 89% | * | - |
| | 2021 | 37% | 58% | 85% | - | - | - | - | - | - | * | * | - | - | - | - | 84% | * | - |
| At Masters Grade Level | 2022 | 20% | 27% | 45% | - | - | - | - | - | - | * | * | - | - | - | - | 48% | * | - |
| | 2021 | 18% | 26% | 60% | - | - | - | - | - | - | * | * | - | - | - | - | 63% | * | - |
| All Grades Science | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 90% | 100% | - | - | - | - | - | - | * | * | - | - | - | - | 100% | * | - |
| | 2021 | 71% | 93% | 95% | - | - | - | - | - | - | * | * | - | - | - | - | 95% | * | - |
| At Meets Grade Level or Above | 2022 | 47% | 54% | 54% | - | - | - | - | - | - | * | * | - | - | - | - | 50% | * | - |
| | 2021 | 44% | 57% | 81% | - | - | - | - | - | - | * | * | - | - | - | - | 80% | * | - |
| At Masters Grade Level | 2022 | 21% | 23% | 18% | - | - | - | - | - | - | * | * | - | - | - | - | 15% | * | - |
| | 2021 | 20% | 31% | 43% | - | - | - | - | - | - | * | * | - | - | - | - | 45% | * | - |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 83% | 96% | - | - | - | - | - | - | - | - | - | - | - | - | 96% | - | - |
| | 2021 | 73% | 81% | 90% | - | - | - | - | - | - | * | * | - | - | - | - | 89% | * | - |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

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

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL | |
|---|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|---|
| At Meets Grade Level or Above | 2022 | 50% | 51% | 56% | - | - | - | - | - | - | - | - | - | - | - | - | 58% | - | - |
| | 2021 | 49% | 51% | 75% | - | - | - | - | - | - | * | * | - | - | - | - | 74% | * | - |
| At Masters Grade Level | 2022 | 30% | 26% | 22% | - | - | - | - | - | - | - | - | - | - | - | - | 23% | - | - |
| | 2021 | 29% | 23% | 30% | - | - | - | - | - | - | * | * | - | - | - | - | 32% | * | - |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 81% | 79% | - | - | - | - | - | - | * | * | - | - | - | - | 78% | * | - |
| | 2019 | 69% | 72% | 86% | - | - | - | - | - | - | * | * | - | - | - | - | - | * | - |
| All Grades ELA/Reading | 2022 | 78% | 78% | 63% | - | - | - | - | - | - | * | * | - | - | - | - | 61% | * | - |
| | 2019 | 68% | 62% | 86% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Mathematics | 2022 | 69% | 83% | 92% | - | - | - | - | - | - | * | * | - | - | - | - | 91% | * | - |
| | 2019 | 70% | 81% | 86% | - | - | - | - | - | - | * | * | - | - | - | - | - | * | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 96% | 100% | 99% | - | - | - | * | 100% | 100% | 99% | 98% | 99% | 100% |
| Included in Accountability | 93% | 94% | 91% | 87% | 95% | 91% | - | - | - | * | 90% | 40% | 98% | 83% | 84% | 80% |
| Not Included in Accountability: Mobile | 5% | 5% | 7% | 9% | 0% | 8% | - | - | - | * | 10% | 60% | 0% | 15% | 13% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 5% | 0% | - | - | - | * | 0% | 0% | 1% | 0% | 1% | 20% |
| Not Tested | 1% | 1% | 1% | 4% | 0% | 1% | - | - | - | * | 0% | 0% | 1% | 2% | 1% | 0% |
| Absent | 1% | 1% | 1% | 4% | 0% | 1% | - | - | - | * | 0% | 0% | 1% | 2% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 97% | 89% | 100% | 98% | - | - | - | - | 100% | * | 97% | 96% | 97% | * |
| Included in Accountability | 92% | 93% | 88% | 78% | 89% | 90% | - | - | - | - | 90% | * | 94% | 81% | 79% | * |
| Not Included in Accountability: Mobile | 5% | 5% | 7% | 11% | 0% | 7% | - | - | - | - | 10% | * | 0% | 15% | 14% | * |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 2% | 0% | 11% | 0% | - | - | - | - | 0% | * | 3% | 0% | 3% | * |
| Not Tested | 1% | 2% | 3% | 11% | 0% | 2% | - | - | - | - | 0% | * | 3% | 4% | 3% | * |
| Absent | 1% | 2% | 3% | 11% | 0% | 2% | - | - | - | - | 0% | * | 3% | 4% | 3% | * |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | * |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| Included in Accountability | 93% | 95% | 94% | 100% | * | 90% | - | - | - | - | * | * | 100% | 88% | 87% | * |
| Not Included in Accountability: Mobile | 5% | 4% | 6% | 0% | * | 10% | - | - | - | - | * | * | 0% | 12% | 13% | * |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Not Tested | 1% | 1% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Absent | 1% | 1% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Other | 0% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | * | 100% | - | - | - | - | * | * | 100% | 100% | 100% | * |
| Included in Accountability | 93% | 90% | 88% | 83% | * | 86% | - | - | - | - | * | * | 100% | 78% | 78% | * |
| Not Included in Accountability: Mobile | 4% | 10% | 13% | 17% | * | 14% | - | - | - | - | * | * | 0% | 22% | 22% | * |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Not Tested | 2% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Absent | 1% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Other | 0% | 0% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | * |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 98% | 100% | * | * | 100% | - | - | - | * | * | - | 100% | * | 100% | - |
| Included in Accountability | 94% | 96% | 100% | * | * | 100% | - | - | - | * | * | - | 100% | * | 100% | - |
| Not Included in Accountability: Mobile | 4% | 2% | 0% | * | * | 0% | - | - | - | * | * | - | 0% | * | 0% | - |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | * | * | 0% | - | - | - | * | * | - | 0% | * | 0% | - |
| Not Tested | 2% | 2% | 0% | * | * | 0% | - | - | - | * | * | - | 0% | * | 0% | - |
| Absent | 1% | 2% | 0% | * | * | 0% | - | - | - | * | * | - | 0% | * | 0% | - |
| Other | 0% | 0% | 0% | * | * | 0% | - | - | - | * | * | - | 0% | * | 0% | - |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 89% | * | * | - | - | * | - | - | - | - | - | - | - | * | - | - |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 98% | 97% | 100% | 100% | 97% | - | - | - | * | 86% | * | 100% | 89% | 98% | 100% |
| Included in Accountability | 83% | 93% | 96% | 100% | 93% | 97% | - | - | - | * | 86% | * | 99% | 89% | 96% | 80% |
| Not Included in Accountability: Mobile | 3% | 5% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 7% | 0% | - | - | - | * | 0% | * | 1% | 0% | 2% | 20% |
| Not Tested | 12% | 2% | 3% | 0% | 0% | 3% | - | - | - | * | 14% | * | 0% | 11% | 2% | 0% |
| Absent | 2% | 1% | 3% | 0% | 0% | 3% | - | - | - | * | 14% | * | 0% | 11% | 2% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 98% | 98% | * | 100% | 97% | - | - | - | * | 100% | * | 100% | 92% | 96% | * |
| Included in Accountability | 83% | 93% | 96% | * | 83% | 97% | - | - | - | * | 100% | * | 97% | 92% | 91% | * |
| Not Included in Accountability: Mobile | 3% | 5% | 0% | * | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | * |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 2% | * | 17% | 0% | - | - | - | * | 0% | * | 3% | 0% | 4% | * |
| Not Tested | 11% | 2% | 2% | * | 0% | 3% | - | - | - | * | 0% | * | 0% | 8% | 4% | * |
| Absent | 2% | 1% | 2% | * | 0% | 3% | - | - | - | * | 0% | * | 0% | 8% | 4% | * |
| Other | 10% | 1% | 0% | * | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | * |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 98% | 95% | * | * | 94% | - | - | - | - | * | - | 100% | 83% | 100% | * |
| Included in Accountability | 84% | 93% | 95% | * | * | 94% | - | - | - | - | * | - | 100% | 83% | 100% | * |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Mobile | 4% | 5% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Not Tested | 12% | 2% | 5% | * | * | 6% | - | - | - | - | * | - | 0% | 17% | 0% | * |
| Absent | 2% | 2% | 5% | * | * | 6% | - | - | - | - | * | - | 0% | 17% | 0% | * |
| Other | 10% | 0% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 95% | * | * | 94% | - | - | - | - | * | - | 100% | 86% | 100% | * |
| Included in Accountability | 84% | 91% | 95% | * | * | 94% | - | - | - | - | * | - | 100% | 86% | 100% | * |
| Not Included in Accountability: Mobile | 3% | 8% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Not Tested | 13% | 1% | 5% | * | * | 6% | - | - | - | - | * | - | 0% | 14% | 0% | * |
| Absent | 2% | 1% | 5% | * | * | 6% | - | - | - | - | * | - | 0% | 14% | 0% | * |
| Other | 10% | 0% | 0% | * | * | 0% | - | - | - | - | * | - | 0% | 0% | 0% | * |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 98% | 100% | - | * | 100% | - | - | - | - | * | - | 100% | * | 100% | * |
| Included in Accountability | 84% | 93% | 100% | - | * | 100% | - | - | - | - | * | - | 100% | * | 100% | * |
| Not Included in Accountability: Mobile | 3% | 4% | 0% | - | * | 0% | - | - | - | - | * | - | 0% | * | 0% | * |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | - | * | 0% | - | - | - | - | * | - | 0% | * | 0% | * |
| Not Tested | 13% | 2% | 0% | - | * | 0% | - | - | - | - | * | - | 0% | * | 0% | * |
| Absent | 3% | 2% | 0% | - | * | 0% | - | - | - | - | * | - | 0% | * | 0% | * |
| Other | 10% | 0% | 0% | - | * | 0% | - | - | - | - | * | - | 0% | * | 0% | * |

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 95.8% | 95.1% | * | 96.1% | 95.0% | - | - | - | * | 95.2% | 92.6% | * |
| 2019-20 | 98.3% | 99.0% | 98.8% | * | 98.2% | 98.9% | - | * | - | * | 99.0% | 98.5% | * |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 10.7% | 14.3% | 0.0% | 20.0% | 12.8% | - | - | - | * | 6.7% | 30.0% | * |
| 2019-20 | 6.7% | 3.9% | 5.2% | 0.0% | 6.7% | 5.6% | - | * | - | * | 7.1% | 4.4% | * |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| 2019-20 | 1.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | * |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 95.8% | 95.8% | * | * | 94.4% | - | - | - | * | * | 100.0% | - |
| Received TxCHSE | 0.3% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| Continued HS | 3.9% | 4.2% | 4.2% | * | * | 5.6% | - | - | - | * | * | 0.0% | - |
| Dropped Out | 5.8% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| Graduates and TxCHSE | 90.3% | 95.8% | 95.8% | * | * | 94.4% | - | - | - | * | * | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | * | 100.0% | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 97.0% | 97.0% | * | 100.0% | 95.8% | - | * | - | - | * | 100.0% | - |
| Received TxCHSE | 0.4% | 3.0% | 3.0% | * | 0.0% | 4.2% | - | * | - | - | * | 0.0% | - |
| Continued HS | 3.9% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | * | 0.0% | - |
| Dropped Out | 5.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | * | 0.0% | - |
| Graduates and TxCHSE | 90.7% | 100.0% | 100.0% | * | 100.0% | 100.0% | - | * | - | - | * | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 100.0% | 100.0% | * | 100.0% | 100.0% | - | * | - | - | * | 100.0% | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 97.0% | 97.0% | * | 100.0% | 95.8% | - | * | - | - | * | 100.0% | - |
| Received TxCHSE | 0.5% | 3.0% | 3.0% | * | 0.0% | 4.2% | - | * | - | - | * | 0.0% | - |
| Continued HS | 1.1% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | * | 0.0% | - |
| Dropped Out | 6.2% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | * | 0.0% | - |
| Graduates and TxCHSE | 92.7% | 100.0% | 100.0% | * | 100.0% | 100.0% | - | * | - | - | * | 100.0% | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 100.0% | 100.0% | * | 100.0% | 100.0% | - | * | - | - | * | 100.0% | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 1.3% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 92.6% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Received TxCHSE | 0.6% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.2% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 93.2% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 100.0% | 100.0% | * | * | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 95.8% | 95.8% | * | * | 94.4% | - | * | - | * | 100.0% | 88.9% | - |
| Received TxCHSE | 0.7% | 4.2% | 4.2% | * | * | 5.6% | - | * | - | * | 0.0% | 11.1% | - |
| Continued HS | 0.6% | 0.0% | 0.0% | * | * | 0.0% | - | * | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 0.0% | 0.0% | * | * | 0.0% | - | * | - | * | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 93.3% | 100.0% | 100.0% | * | * | 100.0% | - | * | - | * | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 100.0% | 100.0% | * | * | 100.0% | - | * | - | * | 100.0% | 100.0% | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 95.8% | 95.8% | * | * | 94.4% | - | - | - | * | * | 100.0% | - |
| Class of 2020 | 90.3% | 97.0% | 97.0% | * | 100.0% | 95.8% | - | * | - | - | * | 100.0% | - |
| 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% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| Class of 2020 | 4.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | * | 0.0% | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 73.9% | 73.9% | * | * | 64.7% | - | - | - | * | * | 42.9% | - |
| Class of 2020 | 83.5% | 75.0% | 75.0% | * | 60.0% | 78.3% | - | * | - | - | * | 70.0% | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 73.9% | 73.9% | * | * | 64.7% | - | - | - | * | * | 42.9% | - |
| Class of 2020 | 87.8% | 75.0% | 75.0% | * | 60.0% | 78.3% | - | * | - | - | * | 70.0% | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 4.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 73.9% | 73.9% | * | * | 64.7% | - | - | - | * | * | 42.9% | - |
| 2019-20 | 81.8% | 70.6% | 70.6% | * | 60.0% | 72.0% | - | * | - | - | 0.0% | 63.6% | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 73.9% | 73.9% | * | * | 64.7% | - | - | - | * | * | 42.9% | - |
| 2019-20 | 85.8% | 70.6% | 70.6% | * | 60.0% | 72.0% | - | * | - | - | 0.0% | 63.6% | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | 23 | 100.0% | 23 | 358,842 |
| By Ethnicity: | | | | |
| African American | 1 | 4.3% | 1 | 44,018 |
| Hispanic | 2 | 8.7% | 2 | 183,306 |
| White | 17 | 73.9% | 17 | 103,898 |
| American Indian | 0 | 0.0% | 0 | 1,195 |
| Asian | 0 | 0.0% | 0 | 18,030 |
| Pacific Islander | 0 | 0.0% | 0 | 553 |
| Two or More Races | 3 | 13.0% | 3 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | 6 | 26.1% | 6 | 56,281 |
| Foundation H.S. Program (Endorsement) | 0 | 0.0% | 0 | 13,582 |
| Foundation H.S. Program (DLA) | 17 | 73.9% | 17 | 287,316 |
| Special Education Graduates | 3 | 13.0% | 3 | 31,028 |
| Economically Disadvantaged Graduates | 7 | 30.4% | 7 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 0 | 0.0% | 0 | 32,809 |
| At-Risk Graduates | 3 | 13.0% | 3 | 155,884 |
| CTE Completers | 1 | 4.3% | 1 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 65.2% | 91.3% | 91.3% | * | * | 94.1% | - | - | - | * | * | 85.7% | - |
| 2019-20 | 63.0% | 67.6% | 67.6% | * | 60.0% | 72.0% | - | * | - | - | 100.0% | 72.7% | - |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 52.7% | 65.2% | 65.2% | * | * | 70.6% | - | - | - | * | * | 14.3% | - |
| 2019-20 | 53.4% | 55.9% | 55.9% | * | 60.0% | 60.0% | - | * | - | - | 20.0% | 63.6% | - |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 56.1% | 69.6% | 69.6% | * | * | 64.7% | - | - | - | * | * | 42.9% | - |
| 2019-20 | 59.7% | 58.8% | 58.8% | * | 60.0% | 64.0% | - | * | - | - | 20.0% | 63.6% | - |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 45.7% | 65.2% | 65.2% | * | * | 64.7% | - | - | - | * | * | 14.3% | - |
| 2019-20 | 47.9% | 55.9% | 55.9% | * | 60.0% | 60.0% | - | * | - | - | 20.0% | 63.6% | - |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 40.4% | 60.9% | 60.9% | * | * | 64.7% | - | - | - | * | * | 14.3% | - |
| 2019-20 | 43.2% | 52.9% | 52.9% | * | 60.0% | 56.0% | - | * | - | - | 20.0% | 63.6% | - |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 21.3% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 21.1% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.6% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 2.1% | 2.9% | 2.9% | * | 0.0% | 4.0% | - | * | - | - | 0.0% | 0.0% | - |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 25.9% | 52.2% | 52.2% | * | * | 58.8% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 24.6% | 47.1% | 47.1% | * | 40.0% | 52.0% | - | * | - | - | 0.0% | 45.5% | - |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 4.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 24.2% | 43.5% | 43.5% | * | * | 41.2% | - | - | - | * | * | 85.7% | - |
| 2019-20 | 18.7% | 14.7% | 14.7% | * | 20.0% | 12.0% | - | * | - | - | 100.0% | 18.2% | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 43.5% | 43.5% | * | * | 41.2% | - | - | - | * | * | 85.7% | - |
| 2019-20 | 13.2% | 2.9% | 2.9% | * | 0.0% | 4.0% | - | * | - | - | 20.0% | 0.0% | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 0.7% | 4.3% | 4.3% | * | * | 5.9% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 0.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 4.3% | 4.3% | * | * | 5.9% | - | - | - | * | * | 14.3% | - |
| 2019-20 | 2.4% | 14.7% | 14.7% | * | 20.0% | 12.0% | - | * | - | - | 100.0% | 18.2% | - |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2019-20 | 3.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2020-21 | 25.9% | 65.2% | 65.2% | * | * | 64.7% | - | - | - | * | * | 28.6% | - |
| | 2019-20 | 30.1% | 58.8% | 58.8% | * | 60.0% | 64.0% | - | * | - | - | 20.0% | 63.6% | - |
| Mathematics | 2020-21 | 19.4% | 60.9% | 60.9% | * | * | 58.8% | - | - | - | * | * | 14.3% | - |
| | 2019-20 | 21.2% | 55.9% | 55.9% | * | 60.0% | 60.0% | - | * | - | - | 20.0% | 63.6% | - |
| Both Subjects | 2020-21 | 14.4% | 56.5% | 56.5% | * | * | 58.8% | - | - | - | * | * | 14.3% | - |
| | 2019-20 | 16.4% | 52.9% | 52.9% | * | 60.0% | 56.0% | - | * | - | - | 20.0% | 63.6% | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2020-21 | 8.6% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| | 2019-20 | 7.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| Mathematics | 2020-21 | 10.3% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| | 2019-20 | 9.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| Both Subjects | 2020-21 | 4.9% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| | 2019-20 | 4.2% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 21.1% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2020 | 22.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| English Language Arts | 2021 | 12.1% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2020 | 12.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Mathematics | 2021 | 6.1% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2020 | 6.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Science | 2021 | 8.7% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2020 | 9.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Social Studies | 2021 | 11.6% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2020 | 12.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 48.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 59.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | 2021 | 42.7% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 50.1% | - | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2021 | 49.4% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 56.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2021 | 41.4% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 47.6% | - | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2021 | 42.2% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 52.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2020-21 | 70.8% | 87.0% | 87.0% | * | * 94.1% | - | - | - | * | * | 57.1% | - | |
| | 2019-20 | 76.7% | 73.5% | 73.5% | * | 80.0% | 72.0% | - | * | - | - | 20.0% | 72.7% | - |
| At/Above Criterion for All Examinees | 2020-21 | 32.9% | 15.0% | 15.0% | * | * 18.8% | - | - | - | * | * | * | - | |
| | 2019-20 | 35.7% | 32.0% | 32.0% | * | * 44.4% | - | * | - | - | * | 12.5% | - | |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 1002 | 1007 | 1007 | * | - | 995 | - | - | - | * | * | * | - |
| | 2019-20 | 1019 | 1020 | 1020 | 960 | 943 | 1052 | - | 870 | - | - | 1030 | 1023 | - |
| English Language Arts and Writing | 2020-21 | 504 | 520 | 520 | * | - | 509 | - | - | - | * | * | * | - |
| | 2019-20 | 513 | 512 | 512 | 500 | 478 | 527 | - | 410 | - | - | 580 | 504 | - |
| Mathematics | 2020-21 | 498 | 487 | 487 | * | - | 486 | - | - | - | * | * | * | - |
| | 2019-20 | 506 | 508 | 508 | 460 | 465 | 525 | - | 460 | - | - | 450 | 519 | - |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 20.0 | 18.8 | 18.8 | * | * | 18.5 | - | - | - | * | * | * | - |
| | 2019-20 | 20.2 | 18.8 | 18.8 | - | - | 18.8 | - | - | - | - | - | - | - |
| English Language Arts | 2020-21 | 19.6 | 18.8 | 18.8 | * | * | 18.4 | - | - | - | * | * | * | - |
| | 2019-20 | 19.9 | 17.6 | 17.6 | - | - | 17.6 | - | - | - | - | - | - | - |
| Mathematics | 2020-21 | 19.9 | 17.7 | 17.7 | * | * | 17.7 | - | - | - | * | * | * | - |
| | 2019-20 | 20.1 | 19.5 | 19.5 | - | - | 19.5 | - | - | - | - | - | - | - |
| Science | 2020-21 | 20.3 | 18.9 | 18.9 | * | * | 18.5 | - | - | - | * | * | * | - |
| | 2019-20 | 20.5 | 20.8 | 20.8 | - | - | 20.8 | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2020-21 | 42.5% | 54.4% | 54.4% | 40.0% | 66.7% | 52.8% | - | - | - | * | 30.8% | 40.6% | * |
| | 2019-20 | 46.3% | 46.1% | 46.1% | 42.9% | 33.3% | 48.3% | - | * | - | * | 23.1% | 25.0% | * |
| English Language Arts | 2020-21 | 16.3% | 24.3% | 24.3% | * | 28.6% | 23.0% | - | - | - | * | 0.0% | 14.8% | * |
| | 2019-20 | 18.2% | 21.2% | 21.2% | 33.3% | 14.3% | 21.1% | - | - | - | * | 0.0% | 12.2% | * |
| Mathematics | 2020-21 | 19.3% | 26.7% | 26.7% | 20.0% | 33.3% | 23.5% | - | - | - | * | 33.3% | 27.6% | * |
| | 2019-20 | 20.7% | 20.2% | 20.2% | 16.7% | 23.1% | 19.5% | - | * | - | * | 12.5% | 20.0% | * |
| Science | 2020-21 | 20.6% | 25.0% | 25.0% | * | 22.2% | 23.5% | - | - | - | * | 9.1% | 15.4% | * |
| | 2019-20 | 22.4% | 26.4% | 26.4% | 33.3% | 26.7% | 26.7% | - | - | - | * | 20.0% | 19.0% | * |
| Social Studies | 2020-21 | 22.8% | 31.5% | 31.5% | 20.0% | 11.1% | 36.1% | - | - | - | * | 0.0% | 9.7% | * |
| | 2019-20 | 24.6% | 24.8% | 24.8% | 14.3% | 13.3% | 27.7% | - | * | - | * | 0.0% | 11.4% | * |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2020-21 | 0.0% | 0.0% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| | 2019-20 | 58.5% | 55.9% | 55.9% | * | 40.0% | 68.0% | - | * | - | - | 40.0% | 36.4% | - |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2019-20 | 46.1% | 52.9% | 52.9% | * | 80.0% | 52.0% | - | * | - | - | 20.0% | 63.6% | - |
| | 2018-19 | 52.6% | 63.6% | 63.6% | * | * | 58.8% | - | - | - | * | * | 37.5% | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023) | | | | | | | | | | | | | | |
| | 2019-20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|-----------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 104 | 100.0% | 342 | 5,402,928 | 104 | 100.0% | 343 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 4.1% | 4.1% | 0 | 0.0% | 4.1% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 4.1% | 3.5% | 0 | 0.0% | 4.1% | 3.5% |
| Kindergarten | 0 | 0.0% | 6.1% | 6.8% | 0 | 0.0% | 6.1% | 6.8% |
| Grade 1 | 0 | 0.0% | 10.2% | 7.1% | 0 | 0.0% | 10.5% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.0% | 7.1% | 0 | 0.0% | 7.0% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.0% | 7.1% | 0 | 0.0% | 7.0% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.3% | 7.1% | 0 | 0.0% | 7.3% | 7.1% |
| Grade 5 | 0 | 0.0% | 7.6% | 7.2% | 0 | 0.0% | 7.6% | 7.2% |
| Grade 6 | 0 | 0.0% | 7.6% | 7.4% | 0 | 0.0% | 7.6% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.1% | 7.7% | 0 | 0.0% | 6.1% | 7.7% |
| Grade 8 | 0 | 0.0% | 6.4% | 7.9% | 0 | 0.0% | 6.4% | 7.8% |
| Grade 9 | 31 | 29.8% | 9.1% | 8.8% | 31 | 29.8% | 9.0% | 8.8% |
| Grade 10 | 21 | 20.2% | 6.1% | 7.6% | 21 | 20.2% | 6.1% | 7.5% |
| Grade 11 | 29 | 27.9% | 8.5% | 7.2% | 29 | 27.9% | 8.5% | 7.2% |
| Grade 12 | 23 | 22.1% | 6.7% | 6.7% | 23 | 22.1% | 6.7% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 9 | 8.7% | 8.2% | 12.8% | 9 | 8.7% | 8.2% | 12.8% |
| Hispanic | 12 | 11.5% | 13.5% | 52.8% | 12 | 11.5% | 13.4% | 52.7% |
| White | 82 | 78.8% | 75.1% | 26.3% | 82 | 78.8% | 75.2% | 26.3% |
| American Indian | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.3% |
| Asian | 0 | 0.0% | 0.3% | 4.8% | 0 | 0.0% | 0.3% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1 | 1.0% | 2.6% | 2.9% | 1 | 1.0% | 2.6% | 2.9% |
| Sex: | | | | | | | | |
| Female | 53 | 51.0% | 48.5% | 48.9% | 53 | 51.0% | 48.7% | 48.8% |
| Male | 51 | 49.0% | 51.5% | 51.1% | 51 | 49.0% | 51.3% | 51.2% |
| Other Student Information: | | | | | | | | |
| Economically Disadvantaged | 50 | 48.1% | 54.1% | 60.7% | 50 | 48.1% | 53.9% | 60.6% |
| Non-Educationally Disadvantaged | 54 | 51.9% | 45.9% | 39.3% | 54 | 51.9% | 46.1% | 39.4% |
| Section 504 Students | 9 | 8.7% | 9.1% | 7.4% | 9 | 8.7% | 9.0% | 7.4% |
| EB Students/EL | 3 | 2.9% | 2.0% | 21.7% | 3 | 2.9% | 2.0% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 1 | 1.0% | 0.3% | 0.6% | | | | |
| Students w/ Dyslexia | 2 | 1.9% | 2.6% | 5.0% | 2 | 1.9% | 2.6% | 5.0% |
| Foster Care | 0 | 0.0% | 0.6% | 0.3% | 0 | 0.0% | 0.6% | 0.3% |
| Homeless | 0 | 0.0% | 1.8% | 1.1% | 0 | 0.0% | 1.7% | 1.1% |
| Immigrant | 0 | 0.0% | 0.0% | 2.0% | 0 | 0.0% | 0.0% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 104 | 100.0% | 100.0% | 64.3% | 104 | 100.0% | 100.0% | 64.3% |
| Military Connected | 17 | 16.3% | 15.2% | 3.3% | 17 | 16.3% | 15.2% | 3.3% |
| At-Risk | 35 | 33.7% | 38.6% | 53.5% | 35 | 33.7% | 38.5% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 3 | 2.9% | 2.0% | 21.9% | 3 | 2.9% | 2.0% | 21.8% |
| Gifted and Talented Education | 8 | 7.7% | 5.6% | 8.0% | 8 | 7.7% | 5.5% | 8.0% |
| Special Education | 12 | 11.5% | 10.5% | 11.6% | 12 | 11.5% | 10.8% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 12 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 9 | 75.0% | 63.9% | 43.0% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | ** | 20.8% | | | | |
| Students with Autism | * | * | * | 14.7% | | | | |
| Students with Behavioral Disabilities | * | * | ** | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 0.0% | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 12 | 12.1% | 15.9% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 1.0% | 1.6% | 2.5% | | | | |
| Hispanic | 1 | 1.0% | 1.0% | 6.6% | | | | |
| White | 9 | 9.1% | 12.7% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 1.0% | 0.6% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 2 | 13.3% | 13.5% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 0 | 0.0% | 0.0% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 9 | 21.4% | 17.3% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 8 | 11.1% | 14.5% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 6.1% | 1.9% | - | 25.0% | 5.2% |
| Grade 1 | - | 6.7% | 2.9% | - | 0.0% | 4.2% |
| Grade 2 | - | 0.0% | 1.7% | - | 0.0% | 2.2% |
| Grade 3 | - | 4.3% | 1.0% | - | 33.3% | 1.0% |
| Grade 4 | - | 0.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 0.0% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | - | 0.0% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 5.9% | 5.9% | 10.5% | 0.0% | 0.0% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 21.0 | 18.7 |
| Grade 1 | - | 17.5 | 18.7 |
| Grade 2 | - | 11.0 | 18.6 |
| Grade 3 | - | 24.0 | 18.7 |
| Grade 4 | - | 12.5 | 18.8 |
| Grade 5 | - | 10.3 | 20.2 |
| Grade 6 | - | 11.8 | 19.2 |
| Secondary: | | | |
| English/Language Arts | 7.8 | 8.9 | 16.3 |
| Foreign Languages | 1.5 | 1.5 | 18.4 |
| Mathematics | 9.8 | 10.1 | 17.5 |
| Science | 12.0 | 11.6 | 18.5 |
| Social Studies | 9.8 | 10.1 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Staff Information | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | District | State |
| Total Staff | 13.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 10.2 | 78.0% | 60.1% | 64.1% |
| Teachers | 8.7 | 66.5% | 50.3% | 49.3% |
| Professional Support | 0.5 | 3.8% | 1.7% | 10.7% |
| Campus Administration (School Leadership) | 1.0 | 7.6% | 5.0% | 2.9% |
| Educational Aides: | 2.9 | 22.0% | 13.7% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 607.0 |
| Full-time Counselors | 0.0 | n/a | 1.0 | 13,550.0 |
| Part-time Counselors | 1.0 | n/a | 0.0 | 1,176.0 |
| Total Minority Staff: | 0.9 | 7.1% | 16.3% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 0.9 | 10.6% | 6.5% | 11.2% |
| Hispanic | 0.0 | 0.0% | 0.0% | 28.9% |
| White | 7.8 | 89.4% | 93.5% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.1 | 46.5% | 23.6% | 24.1% |
| Females | 4.7 | 53.5% | 76.4% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.4% |
| Bachelors | 7.9 | 90.2% | 90.4% | 72.6% |
| Masters | 0.9 | 9.8% | 9.6% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 0.0% | 7.9% |
| 1-5 Years Experience | 1.8 | 20.5% | 9.7% | 26.7% |
| 6-10 Years Experience | 1.8 | 20.4% | 28.7% | 20.6% |
| 11-20 Years Experience | 3.2 | 37.1% | 29.8% | 28.6% |
| 21-30 Years Experience | 1.0 | 11.0% | 25.5% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 1.0 | 11.0% | 6.4% | 2.9% |
| Number of Students per Teacher | 11.9 | n/a | 11.3 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 17.0 | 16.0 | 6.3 |
| Average Years Experience of Principals with District | 15.0 | 15.0 | 5.4 |
| Average Years Experience of Assistant Principals | 0.0 | 1.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 1.0 | 4.8 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | - | \$51,054 |
| 1-5 Years Experience | \$53,482 | \$48,836 | \$54,577 |
| 6-10 Years Experience | \$45,394 | \$46,205 | \$57,746 |
| 11-20 Years Experience | \$65,191 | \$59,396 | \$61,377 |
| 21-30 Years Experience | \$65,548 | \$61,848 | \$65,949 |
| Over 30 Years Experience | \$62,459 | \$61,414 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,500 | \$55,346 | \$58,887 |
| Professional Support | \$77,642 | \$77,642 | \$69,505 |
| Campus Administration (School Leadership) | \$95,665 | \$81,593 | \$84,990 |
| Instructional Staff Percent: | n/a | 60.7% | 64.9% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.0% | 6.2% |
| Career and Technical Education | 2.7 | 31.1% | 10.8% | 5.2% |
| Compensatory Education | 1.9 | 22.0% | 12.0% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.7% | 1.7% |
| Regular Education | 3.7 | 42.8% | 70.0% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES H S (001906002) - NECHES ISD - ANDERSON COUNTY

| Program Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 0.4 | 4.1% | 5.5% | 9.6% |
| Other | 0.0 | 0.0% | 0.0% | 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.)