

# **Neches ISD 2022-2023**

*District Improvement Plan*

**2022-2023 School Year**

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Hines, Cory	Superintendent	Neches ISD	
Cook, Trent	High School Principal	Neches High School	8-2023
Batchelor, Lindsey	Elementary Assistant Principal	Neches Elementary	8-2023
Wilson, Amy	Elementary Principal	Neches Elementary	8-2023
Hudson, Sha-Ree	Counselor	Neches ISD	8-2023
Luna, Sherry	Technology Director	Neches ISD	8-2023
McCarty, Amanda	Nurse	Neches ISD	8-2023
Kaudelka, Christy	Teacher	Neches High School	8-2023
Docteur, Stephanie	Teacher	Neches High School	8-2023
Radford, Ashley	Special Education Teacher	Neches High School	8-2023
Brown, Patty	Teacher	Neches Elementary	8-2023
Morman, Jessica	Teacher	Neches Elementary	8-2023
Miller, Jamie	Special Education Teacher	Neches Elementary	8-2023
Phillips, Shelbye	Teacher	Neches Elementary	8-2023
Owens, Kim	Teacher	Neches Elementary	8-2023
Barrett, Roslyn	Special Education Aide	Neches Elementary	8-2023
Willmott, Shayla	Parent	Neches Elementary	8-2023
Dixon, David	Business Representative	Neches ISD	8-2023
Couch, Bill	Community Representative	Neches ISD	8-2023

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Hines, Cory	Superintendent	Neches ISD
Wilson, Amy	Elementary Principal	Neches Elementary
Batchelor, Lindsey	Elementary Assistant Principal	Neches Elementary
Cook, Trent	High School Principal	Neches High School
Hudson, Sha-Ree	Counselor	Neches ISD
McCarty, Amanda	School Nurse	Neches ISD
Cook, Trent	Homeless Liaison	Neches ISD
Lune, Sherry	Technology Director	Neches ISD
Batchelor, Lindsey	504 Coordinator	Neches ISD
Sparks, Jennifer	G/T Coordinator	Neches ISD
Dickson, Kristin	Curriculum Director	Neches ISD
Fox, Madison	Prekindergarten Teacher	Neches Elementary
Glasgow, Brandy	Reading Interventionist	Neches Elementary
Miller, Jamie	Special Education Teacher	Neches Elementary
Radford, Ashley	Special Education Teacher	Neches High School

**STAAR**

Grade:**5th, 8th-12th**

**STAAR Science**

	2018	2019	2021	2022	2023	2024	2025
*All Students*	91.00	86.00	93.00	90.00	93.33	96.67	100.00
African American	80.00	0.00	80.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	90.00	80.00	96.00	82.00	88.00	94.00	100.00
Hispanic	70.00	67.00	100.00	92.00	94.67	97.33	100.00
Special Education	71.00	67.00	80.00	40.00	60.00	80.00	100.00
White	96.00	89.00	92.00	91.00	94.00	97.00	100.00

Grade:**3rd-12th**

**All Subjects**

	2018	2019	2021	2022	2023	2024	2025
*All Students*	86.00	86.00	83.00	90.00	93.33	96.67	100.00
African American	66.00	77.00	68.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	81.00	82.00	81.00	86.00	90.67	95.33	100.00
Emergent Bilingual/English Learners	0.00	0.00	94.00	83.00	88.67	94.33	100.00
Hispanic	78.00	77.00	88.00	91.00	94.00	97.00	100.00
Special Education	62.00	58.00	71.00	60.00	73.33	86.67	100.00
Two or More Races	100.00	76.00	86.00	0.00	90.67	95.33	100.00
White	88.00	90.00	85.00	89.00	92.67	96.33	100.00

Grade:**3rd-12th**

**STAAR ELA/Reading**

**STAAR**

	2018	2019	2021	2022	2023	2024	2025
*All Students*	85.00	87.00	78.00	87.00	91.33	95.67	100.00
African American	71.00	83.00	61.00	84.00	89.33	94.67	100.00
Economically Disadvantaged	79.00	80.00	73.00	83.00	88.67	94.33	100.00
Emergent Bilingual/English Learners	0.00	0.00	83.00	67.00	78.00	89.00	100.00
Hispanic	79.00	76.00	89.00	82.00	88.00	94.00	100.00
Special Education	56.00	53.00	64.00	52.00	68.00	84.00	100.00
Two or More Races	0.00	86.00	0.00	0.00	33.33	66.67	100.00
White	88.00	90.00	78.00	88.00	92.00	96.00	100.00

Grade: **3rd-12th**

**STAAR Mathematics**

	2018	2019	2021	2022	2023	2024	2025
*All Students*	91.00	92.00	89.00	94.00	96.00	98.00	100.00
African American	67.00	82.00	79.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	87.00	89.00	87.00	92.00	94.67	97.33	100.00
Emergent Bilingual/English Learners	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Hispanic	78.00	87.00	88.00	100.00	100.00	100.00	100.00
Special Education	80.00	79.00	80.00	80.00	86.67	93.33	100.00
Two or More Races	0.00	60.00	0.00	0.00	33.33	66.67	100.00
White	95.00	95.00	92.00	94.00	96.00	98.00	100.00

Grade: **8th-12th**

**STAAR Social Studies**

District Improvement Plan  
**Neches ISD 2022-2023**

**STAAR**

	2018	2019	2021	2022	2023	2024	2025
*All Students*	80.00	83.00	81.00	83.00	88.67	94.33	100.00
African American	0.00	80.00	0.00	0.00	33.33	66.67	100.00
Economically Disadvantaged	67.00	83.00	82.00	78.00	85.33	92.67	100.00
Hispanic	80.00	75.00	80.00	100.00	100.00	100.00	100.00
Special Education	50.00	40.00	0.00	50.00	66.67	83.33	100.00
White	83.00	84.00	81.00	78.00	85.33	92.67	100.00

## **About Neches ISD**

**District Motto:**

Our community of learners will produce tomorrow's community of leaders.

**Mission Statement:**

The Neches Independent School District, established and supported by the community, will provide an excellent, well-balanced education in a safe environment for all students.

**Grade Span:**

PK – 12

**Enrollment:**

315

**Accountability Ratings:**

2022 State Accountability Rating:

Overall Accountability Rating: A

- Student Achievement Rating: A
- School Progress Rating: A
- Academic Growth Rating: A
- Relative Performance Rating: A
- Closing the Gaps Rating: A

**\* Distinction Designations:**

- Postsecondary Readiness

## Comprehensive Needs Assessment (CNA)

### Comprehensive Needs Assessment Process:

The district site-based committee reviews and analyzes data to determine the district'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  
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 per student
- \* STAAR Scores

##### c. Summary of Needs:

- \* Increase attendance in chronic absenteeism
- \* Increase parent awareness and involvement
- \* Increase passing rate in core classes

##### d. Priorities:

- \* Encourage attendance of chronic absenteeism
- \* Promote parent awareness of the importance of daily attendance
- \* Promote parent awareness of grades more often

##### e. Actions:

- \* Offer rewards and incentives
- \* Provide alternative setting in AEP
- \* Principals will send letter on attendance to all parents and students
- \* Parent and student meetings based on grades

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

People Responsible – Superintendent, Principals, Assistant Principal, 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
- \* 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 in certain areas
- \* Learning loss due to the COVID-19 pandemic
- \* Offer Spanish 1 and 2

d. Priorities:

- \* Utilize supplemental reading intervention programs
- \* 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:

- \* Utilize Accelerated Reader Program
- \* Continue I-station
- \* Provide STAAR Tutorials/Enrichment
- \* Provide evidence-based activities including Rtl, afterschool tutorials, and summer school
- \* Provide online Spanish 1 and 2 programs

3. School Culture and Climate:

People Responsible – Superintendent and Principals

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
- \* Prekindergarten program is offered

- \* Ensuring successful transition from PK to Elementary, Elementary to Junior High/High School
- \* SHAC meetings
- \* Threat Assessment Team
- \* 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
- \* Continued efforts to minimize the spread of infectious diseases in response to the COVID-19 pandemic

d. Priorities:

- \* Remediation for at-risk students
- \* Safe, secure, and orderly environment
- \* Minimize the spread of infectious diseases in response to the COVID-19 pandemic

e. Actions:

- \* Teacher collaboration to talk about at-risk students and best practice strategies
- \* Money allocation for tutorial program, reading and math pullout 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
- \* David's Law implementation and training
- \* Purchase two-way radio systems, window coverings, and Raptor
- \* Purchase supplies to sanitize and clean the facilities

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 and Mental Health awareness training
- \* School Safety 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 bullying, child safety, online safety, suicide and mental health awareness, and school safety training
- \* 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, Open House, and Career Awareness
- \* Involvement of parents and community in school decisions
- \* Health services (SHAC) and Wellness Policy
- \* District parent meetings
- \* Involvement of parents at after school activities
- \* Website

b. Summary of Strengths:

- \* Little Dribblers basketball games
- \* Newsletters
- \* 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
- \* School Messenger
- \* Parent Portal
- \* 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
- \* Improve effective use of technology in response to the COVID-19 pandemic

d. Priorities:

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

\* Effective use of 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
- \* Provide Instructional Technology Director to assist teachers in using technology effectively

## Facilities Review

### Year facility opened:

- \* Clemons became Neches High School in 1966 after integration
- \* New Elementary/Junior High opened in 2009-2010

### Level of occupancy:

### Facilities include:

- \* Administration
- \* 1 PK class
- \* 1 classroom per grade level for K - 1
- \* 2 classrooms for grade 2
- \* 2 3rd/4thclassrooms
- \* 4 5th/6th classrooms
- \* 12 classrooms per grade level for 7 - 12
- \* 1 Art/Music class at Elementary
- \* 2 Special Education classrooms
- \* 1 Resource classroom at Elementary
- \* 3 Portable Buildings at Elementary
  - \* Technology/Nurse/PK/Computer Lab/
  - \* Special Education Co-Op Building
- \* 1 Ag Shop at Junior High/High School
- \* 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 ISD operates a Title I Schoolwide Program on Title I served campuses. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

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

\* Neches ISD reviewed/revised the CNA on September 26, 2022.

- Goal #2: District 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 ISD reviewed/revised the DIP 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 DIP is available at the district office and on the website. The DIP 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: Early Intervention 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 ISD 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 ISD received a State Accountability Rating of A from TEA in 2022. This rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The district earned Distinction Designations for Postsecondary Readiness.

### Student Strengths and Needs:

ELA/Reading: 87% of All Students met or exceeded the Approaches Grade Level standard on the STAAR ELA/Reading test. Percentages for other student groups ranged from 88% for White students to 52% for Special Education students.

Math: 94% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other student groups ranged from 100% for Hispanic and Emergent Bilingual (EB)/English Learner (EL) students to 80% for Special Education students.

Science: Students in fifth grade and eighth through twelfth grade took the STAAR Science test. 90% of All Students met or exceeded the Approaches Grade Level standard on the Science test. Percentages for other student groups ranged from 92% for Hispanic students to 40% for Special Education students.

Social Studies: Students in eighth through twelfth grade took the STAAR Social Studies test. 83% of All Students met or exceeded the Approaches Grade Level standard on the Social Studies test. Percentages for other student groups ranged from 100% for Hispanic students to 50% for Special Education students.

### Interventions:

Neches ISD 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:

- \* Prekindergarten Program for eligible students
- \* RtI/Reading Intervention for grades PK - 6
- \* Individualized Instruction for grades PK – 6
- \* Tiger Time Tutorials (HB 4545) for grades 3 - 6
- \* Tutorials after school for grades 1 - 12
- \* Summer School for grades 1 - 12
- \* At-Risk Instructional Services for grades 7 - 12

**Neches ISD**  
**2021-2022 State Compensatory Education**  
**Executive Summary of Program Effectiveness**

The following supplemental programs were provided to students at risk of dropping out of school in Neches ISD during the 2021-2022 school year:

- 1) **At-Risk Instructional Services** were provided for students in sixth through twelfth grade.
- 2) **Individualized Instructional Services** were provided for students in Kindergarten through eighth grade.
- 3) **A Discipline Alternative Education Program (DAEP)** was available for students in first through twelfth grade.

The SCE funded programs produced the following results:

- 1) as measured by **promotion to the next grade:**
  - **Individualized Instructional Services**
    - \* **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in *Kindergarten*.
    - \* **71%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in *first grade*.
    - \* **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in *second grade*.
  - **DAEP Program**
    - \* There were no At-Risk and Educationally Disadvantaged participants in *first* and *second* grade.
- 2) as measured by achieving passing scores on the **STAAR tests:**
  - **At-Risk Instructional Services**
    - Reading
      - \* **46%** for *sixth* grade At-Risk participants. This matches the 46% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **67%** for *sixth* grade Educationally Disadvantaged participants. This matches the 67% passing rate for all Educationally Disadvantaged students and is less than the 77% passing rate for all Not Educationally Disadvantaged students.

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**2021-2022 State Compensatory Education**  
**Executive Summary of Program Effectiveness**

- \* **86%** for *seventh* grade At-Risk participants. This matches the 86% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **93%** for *seventh* grade Educationally Disadvantaged participants. This exceeds the 86% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds the 94% passing rate for all Not At-Risk students. **90%** for *eighth* grade Educationally Disadvantaged participants. This matches the 90% passing rate for all Educationally Disadvantaged students and is less than the 91% passing rate for all Not Educationally Disadvantaged students.

Math

- \* **100%** for *sixth* grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for all Not At-Risk students. **100%** for *sixth* grade Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **86%** for *seventh* grade At-Risk participants. This matches the 86% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **86%** for *seventh* grade Educationally Disadvantaged participants. This matches the 86% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This matches the 100% passing rate for all Not At-Risk students. **90%** for *eighth* grade Educationally Disadvantaged participants. This matches the 90% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.

Science

- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds the 89% passing rate for all Not At-Risk students. **80%** for *eighth* grade Educationally

**Neches ISD**  
**2021-2022 State Compensatory Education**  
**Executive Summary of Program Effectiveness**

Disadvantaged participants. This matches the 80% passing rate for all Educationally Disadvantaged students and is less than the 92% passing rate for all Not Educationally Disadvantaged students.

Social Studies

- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds 67% passing rate for all Not At-Risk students. **60%** for *eighth* grade Educationally Disadvantaged participants. This matches the 60% passing rate for all Educationally Disadvantaged students and is less than the 73% passing rate for all Not Educationally Disadvantaged students.

- **Individualized Instructional Services**

Reading

- \* **67%** for *third* grade At-Risk participants. This matches the 67% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **91%** for *third* grade Educationally Disadvantaged participants. This matches the 91% passing rate for all Educationally Disadvantaged students and exceeds the 89% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *fourth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This matches the 100% passing rate for all Not At-Risk students. **100%** for *fourth* grade Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **85%** for *fifth* grade At-Risk participants. This matches the 85% passing rate for all At-Risk students and is less than the 90% passing rate for all Not At-Risk students. **75%** for *fifth* grade Educationally Disadvantaged participants. This matches the 75% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **46%** for *sixth* grade At-Risk participants. This matches the 46% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **67%** for *sixth* grade Educationally Disadvantaged participants. This matches the 67% passing rate for all Educationally Disadvantaged students and is less than the 77% passing rate for all Not Educationally Disadvantaged students.

**Neches ISD**  
**2021-2022 State Compensatory Education**  
**Executive Summary of Program Effectiveness**

- \* **86%** for *seventh* grade At-Risk participants. This matches the 86% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **93%** for *seventh* grade Educationally Disadvantaged participants. This exceeds the 86% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds the 94% passing rate for all Not At-Risk students. **90%** for *eighth* grade Educationally Disadvantaged participants. This matches the 90% passing rate for all Educationally Disadvantaged students and is less than the 91% passing rate for all Not Educationally Disadvantaged students.

Math

- \* **83%** for *third* grade At-Risk participants. This matches the 83% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **91%** for *third* grade Educationally Disadvantaged participants. This matches the 91% passing rate for all Educationally Disadvantaged students and exceeds the 89% passing rate for all Not Educationally Disadvantaged students.
- \* **50%** for *fourth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This is less than the 90% passing rate for all Not At-Risk students. **90%** for *fourth* grade Educationally Disadvantaged participants. This matches the 90% passing rate for all Educationally Disadvantaged students and is less than the 93% passing rate for all Not Educationally Disadvantaged students.
- \* **85%** for *fifth* grade At-Risk participants. This matches the 85% passing rate for all At-Risk students and is less than the 90% passing rate for all Not At-Risk students. **83%** for *fifth* grade Educationally Disadvantaged participants. This matches the 83% passing rate for all Educationally Disadvantaged students and is less than the 91% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *sixth* grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for all Not At-Risk students. **100%** for *sixth* grade Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.

**Neches ISD**  
**2021-2022 State Compensatory Education**  
**Executive Summary of Program Effectiveness**

- \* **86%** for *seventh* grade At-Risk participants. This matches the 86% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **86%** for *seventh* grade Educationally Disadvantaged participants. This matches the 86% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This matches the 100% passing rate for all Not At-Risk students. **90%** for *eighth* grade Educationally Disadvantaged participants. This matches the 90% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.

Science

- \* **62%** for *fifth* grade At-Risk participants. This matches the 62% passing rate for all At-Risk students and is less than the 90% passing rate for all Not At-Risk students. **50%** for *fifth* grade Educationally Disadvantaged participants. This matches the 50% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.
- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds the 89% passing rate for all Not At-Risk students. **80%** for *eighth* grade Educationally Disadvantaged participants. This matches the 80% passing rate for all Educationally Disadvantaged students and is less than the 92% passing rate for all Not Educationally Disadvantaged students.

Social Studies

- \* **100%** for *eighth* grade At-Risk participants. Due to the small number of participants, no data was reported for all At-Risk students. This exceeds 67% passing rate for all Not At-Risk students. **60%** for *eighth* grade Educationally Disadvantaged participants. This matches the 60% passing rate for all Educationally Disadvantaged students and is less than the 73% passing rate for all Not Educationally Disadvantaged students.

- **DAEP Program**

- \* There were no At-Risk and Educationally Disadvantaged participants in *third* through *eighth* grade.

**Neches ISD**  
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3) as measured by achieving passing scores on the **STAAR EOC exams**:

- **At-Risk Instructional Services**

- English I

- \* **73%** for At-Risk participants. This matches the 73% passing rate for all At-Risk students and is less than the 94% passing rate for all Not At-Risk students. **75%** for Educationally Disadvantaged participants. This matches the 75% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.

- English II

- \* **60%** for At-Risk participants. This matches the 60% passing rate for all At-Risk students and is less than the 93% passing rate for all Not At-Risk students. **78%** for Educationally Disadvantaged participants. This matches the 78% passing rate for all Educationally Disadvantaged students and is less than the 80% passing rate for all Not Educationally Disadvantaged students.

- Algebra I

- \* **100%** for At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for all Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate all Not Educationally Disadvantaged students.

- Biology

- \* **100%** for At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for all Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.

- U.S. History

- \* **100%** for At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for all Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.

**Neches ISD**  
**2021-2022 State Compensatory Education**  
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- **DAEP Program**

- English I

- \* **0%** for At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 94% passing rate for all Not At-Risk students. **0%** for Educationally Disadvantaged participants. This is less than the 75% passing rate for all Educationally Disadvantaged students and the 100% passing rate for all Not Educationally Disadvantaged students.

- English II

- \* There were no At-Risk and Educationally Disadvantaged participants in *ninth* through *twelfth* grade.

- Algebra I

- \* There were no At-Risk and Educationally Disadvantaged participants in *ninth* through *twelfth* grade.

- Biology

- \* There were no At-Risk and Educationally Disadvantaged participants in *ninth* through *twelfth* grade.

- U.S. History

- \* There were no At-Risk and Educationally Disadvantaged participants in *ninth* through *twelfth* grade.

4) as measured by **on-time credit accrual:**

- **At-Risk Instructional Services**

- \* **82%** for At-Risk participants and **88%** for Educationally Disadvantaged participants in *ninth* grade.
  - \* **90%** for At-Risk participants and **89%** for Educationally Disadvantaged participants in *tenth* grade
  - \* **89%** for At-Risk participants and **92%** for Educationally Disadvantaged participants in *eleventh* grade.



**Neches ISD**  
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- 5) as measured by an increased **high school completion rate**:
- **At-Risk Instructional Services**
    - \* **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in *twelfth* grade.
  
  - **DAEP Program**
    - \* There were no At-Risk and Educationally Disadvantaged participants in *twelfth* grade.

***Evaluation:***

Neches ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of participants, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success. Neches ISD will continue to offer supplemental programs next year because the district believes strategies such as At-Risk instructional services help increase academic achievement among students who are at risk of dropping out of school. Neches ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2022-2023 school year. If modifications do not improve a program's success rate, the program will be discontinued.

**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): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.

<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>

District Improvement Plan  
Neches ISD 2022-2023

<b>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)]</b>						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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"> <li>* involve parents and family members in developing the local plan,</li> <li>* provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement,</li> <li>* coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs,</li> <li>* 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</li> <li>* use the findings of such evaluation to design strategies for more effective parental involvement.</li> </ul> <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 District and Campus Committee Members. The Policy is available at the campus office, on the website, and at PTO</p>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson Superintendent - Cory Hines	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.

<b>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)]</b>						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>meetings. 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>						

<b>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)]</b>						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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	High School Principal - Trent Cook Elementary Principal - Amy Wilson	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 :Parent 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): PK-12th      Neches ISD will provide strategies to strengthen parental and community involvement.

<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>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook                      Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time                      Contributions of Teachers</p>	<p>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).</p>	<p>Increased student performance as a result of increased parent participation.</p>	<p>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.</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): PK-12th      Neches ISD will provide strategies to strengthen parental and community involvement.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Parent and Community Support Organizations - Neches ISD 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"> <li>* Campus level orientations to cover policies and procedures</li> <li>* PTO meetings</li> <li>* Open House/Meet the Teacher</li> <li>* Meet the Tiger Night</li> <li>* Bring your parent to lunch day</li> <li>* Bring your grandparent to breakfast day</li> <li>* Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, Room Moms, participating in Teacher Appreciation Week activities, and Red Ribbon Week activities</li> <li>* Inviting parents/grandparents to read or speak to classes</li> <li>* Student performances such as Christmas Program, FFA, etc.</li> <li>* Award Assemblies</li> <li>* Veterans Day</li> <li>* Parent Trainings to reinforce the importance of parent involvement</li> </ul>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :Parental Involvement Records - - 12/22: Increase in the participation of parents and community members in the educational system of Neches ISD.</p>	<p>Increased student achievement with the support of Neches ISD parents.</p>	<p>Documentation :Parental Involvement Records - - 05/23: Increase in the participation of parents and community members in the educational system of Neches ISD.</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): PK-12th      Neches ISD will provide strategies to strengthen parental and community involvement.

<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 will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement, and</li> <li>- other areas such as literacy training, using technology, and how to foster parental involvement.</li> </ul> <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"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology, and</li> <li>* School Choice Options.</li> </ul> <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>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.</p>



<b>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)]</b>						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - As directed by Board policy, the DPDMC will be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]</p> <p>The DPDMC is made up of members of the Neches ISD staff, parent representatives, business representatives, and community members. Parents are selected to be members by district administrators for one-year terms. The DPDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Neches ISD. [TEC 11.251(b)]</p> <p>Each school year, the superintendent, with the assistance of the DPDMC, will review and revise the District Improvement Plan (DIP) to improve student performance for all student populations [TEC 11.253(c)]. The DPDMC reviewed/ revised the DIP on September 26, 2022. The DIP will be available at the district office and on the website. The DIP will be distributed in English.</p> <p>The DPDMC will play an integral role in the planning, development, and evaluation of the educational system of Neches ISD. Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Neches ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2022 - 5/2023	Superintendent - Cory Hines	Local Funds - Time Contributions of Staff and Committee Members	Documentation :Agenda Minutes, Sign-in Sheets - 08/22: DPDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Neches ISD.	Documentation :School Records - 01/23: A current DIP has been approved by the Neches ISD Board of Trustees.

<b>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)]</b>						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The DPDMC, through the activities of the Superintendent, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Neches Elementary and High School CIPs.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2022 - 7/2023	Superintendent - Cory Hines	Federal - Title I, Part A - SECCA, Inc. Consulting Services <b>\$2,243.00</b>  Federal - Title II, Part A - SECCA, Inc. Consulting Services <b>\$800.00</b>  Federal - Title IV, Part A - SECCA, Inc. Consulting Services <b>\$800.00</b>	Documentation :Agenda Minutes, Sign-in Sheets - - 12/22: DPDMC agendas and minutes reflect a continued monitoring of the Title I Program.	Neches ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documentation :School Records - - 05/23: Neches ISD will receive the State Accountability Rating of A.

<b>Goal: 2 Neches ISD 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)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The DPDMC 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>District performance objectives are based on data available through the comprehensive needs assessment process.</p>	5/2022 - 8/2022	Superintendent - Cory Hines High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Committee Members		The district performance objectives will support the needs of Neches ISD.	Documentation :Agenda Minutes, Sign-in Sheets- 08/22: DPDMC 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 ISD 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 measure Math and Reading (grades 3 – 8), Science (grades 5, 8), and Social Studies (grade 8). 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	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Testing Resources	Informal Assessment :Classroom Assessment - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/23: 93% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

**Goal: 2**      **Neches ISD 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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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>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>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Local Funds - Instructional Resources</p> <p>Federal - ESSER II - Time Contributions of Spanish Aide FTE: 1.00 <b>\$23,811.05</b></p> <p>Federal - ESSER III - Edgenuity - Spanish Curriculum <b>\$33,000.00</b></p>	<p>Informal Assessment :Classroom Assessments - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/23: 93% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

**Goal: 2**      **Neches ISD 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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Assessments - Students in grades K – 6 are given assessments at the beginning of the year to determine their performance level. Students in grades K – 2 will be administered the TPRI. Students in grades K – 6 will be administered I-station. Students in grades 1 – 6 will be administered the Renaissance Learning Star Reading.</p> <p>Throughout the year, Benchmark assessments given twice a year, classroom assessments given weekly, and STAR Reading given every 6 weeks are administered to evaluate the student's progress.</p> <p>Students in grades 7 - 8 are administered STAR Reading and Math tests, end of year benchmark assessments, and other assessments such as Think Through Math, Compass Learning, and IXL to measure progress.</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>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessment - - 12/22: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/23: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

**Goal: 2**      **Neches ISD 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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>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.</p> <p>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.</p>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook                      Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time                      Contributions of Faculty and Staff</p>	<p>Informal Assessment                      :Classroom Assessments - - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.</p>	<p>Program improvements are implemented.</p> <p>All targeted student groups show improvement on STAAR tests.</p>	<p>Informal Assessment                      :Classroom Assessments - - 05/23: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests                      :STAAR Tests - - 05/23: 93% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy:  Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]  Neches Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines and vertically aligned with Head Start.	8/2022 - 5/2023	Elementary Principal - Amy Wilson Prekindergarten Teacher - Madison Fox	State - Early Education Allotment - Early Education Allotment <p style="text-align: right;"><b>\$30,800.00</b></p> Federal - Title I, Part A - Time Contributions of PK Staff FTE: 1.50 <p style="text-align: right;"><b>\$44,919.27</b></p>	Informal Assessment :Classroom Assessment - 12/22: 80% of all students performing at mastery level of appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.	Informal Assessment :Classroom Assessment - 05/23: The percentage on the EOY I-Station and Circle Tests will increase to 90% for PK students.

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(SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Neches Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and team teaching.</p> <p>The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2022 - 5/2023</p>	<p>Elementary Principal - Amy Wilson</p>	<p>Coordinated Funds - Time Contributions of PK Staff FTE: 2.00</p>	<p>Informal Assessment :Classroom Assessment - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessment - - 05/23: The percentage on the EOY I-Station and Circle Tests will increase to 90% for PK students.</p>



District Improvement Plan  
Neches ISD 2022-2023

<b>Goal: 2      Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.</b> <b>(SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</b> 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>Accelerated Instruction (SWP CNA, CIP, EPE) - Neches ISD 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.</p> <p>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.</p> <p>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.</p>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Staff  Federal - Title I, Part A - Supplemental Instructional Resources <div style="text-align: right;"><b>\$598.00</b></div> Federal - Title II, Part A - Supplemental Instructional Resources <div style="text-align: right;"><b>\$6,098.00</b></div> State - State Compensatory Education (SCE) - Supplemental Instructional Resources <div style="text-align: right;"><b>\$1,000.00</b></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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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading Intervention - Students in grades PK – 6 who are experiencing difficulty with mastering concepts in core subject areas, or who may experience difficulties with core subject area STAAR tests are provided supplemental instruction through Intervention, with an emphasis on Reading Intervention to mitigate learning loss due to the COVID-19 pandemic. The program provides:</p> <p>(1) High-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need.</p> <p>(2) Frequent monitoring of student progress to make results-based academic or behavioral decisions.</p> <p>(3) Data-based school improvement.</p> <p>(4) The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, and instructional goals and methodologies.</p>	<p>8/2022 - 5/2023</p>	<p>Elementary Principal - Amy Wilson Reading Interventionist - Brandy Glasgow</p>	<p>Federal - ESSER II - Time Contributions of Rtl Teacher FTE: 1.00 <b>\$56,533.50</b></p> <p>State - State Compensatory Education (SCE) - Istation Site License Renewal <b>\$5,300.00</b></p>	<p>Informal Assessment :Classroom Assessment - - 12/22: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/23: 90% of all students in grades PK - 2 will be promoted to the next grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Supplemental Instructional Assistance - An Instructional Aide will provide small group and individualized assistance to students identified as being at-risk of dropping out of school and to mitigate learning loss due to the COVID-19 pandemic in grades PK - 6.</p>	<p>8/2022 - 5/2023</p>	<p>Elementary Principal - Amy Wilson</p>	<p>Federal - ESSER III - Time Contributions of Aide FTE: 1.00 <b>\$23,187.04</b></p>	<p>Informal Assessment :Classroom Assessment - - 12/22: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/23: 90% of all students in grades PK - 2 will be promoted to the next grade level.</p> <p>Informal Assessment :Classroom Assessment - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>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.</p> <p>The teachers will assess each student before placement using instructional materials and will modify instruction as necessary.</p> <p>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.</p>	8/2022 - 5/2023	High School Principal - Trent Cook	State - State Compensatory Education (SCE) - Time Contributions of High School Teachers FTE:            3.90  <p style="text-align: right;"><b>\$204,937.40</b></p>	Informal Assessment :Classroom Assessment - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/23: 95% of students in grades 7 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity:</p> <p>Tutorial Program - Tutorial assistance will be provided to assist students in grades 1 - 12 with subject mastery in English Language Arts and Reading, Math, Science, or Social Studies. Students will receive assistance after school in an Extended Day Intervention Program for 30 to 60 minutes.</p>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Federal - ESSER III - Extra Duty Pay for Elementary Tutorial Teachers <p style="text-align: right;"><b>\$11,325.00</b></p> Federal - ESSER III - Extra Duty Pay for High School Tutorial Teachers <p style="text-align: right;"><b>\$4,246.88</b></p> Federal - ESSER III - Extra Duty Pay for Bus Driver <p style="text-align: right;"><b>\$566.25</b></p> Federal - ESSER III - Tutorial Resources <p style="text-align: right;"><b>\$7,075.34</b></p>	Informal Assessment :Classroom Assessment - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessment - - 05/23: 90% of all students in grades 1 - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan  
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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: Summer School Program - Summer School will be provided for 10 days to students in grades 1 – 12 to mitigate learning loss due to the COVID-19 pandemic.	June 2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Federal - ESSER III - Extra Duty Pay for Elementary Summer School Teachers <b>\$5,096.25</b>		Increased student achievement.	Informal Assessment :Classroom Assessment - - 06/23: Students in grades 1 - 12 will be promoted to the next grade.
			Federal - ESSER III - Extra Duty Pay for High School Summer School Teachers <b>\$3,397.50</b>			
	Federal - ESSER III - Summer School Resources <b>\$2,852.67</b>					
Activity: Evaluation of Program Effectiveness (SWP EPE) - Neches ISD 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 ISD will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	May 2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Faculty and Staff		Program improvements are implemented.  All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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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	High School Principal - Trent Cook Elementary Principal - Amy Wilson	State - Special Education Block Grant - Special Education Allotment <p style="text-align: right;"><b>\$245,871.00</b></p> Federal - IDEA-B Formula - Anderson County Co-Op <p style="text-align: right;"><b>\$80,136.00</b></p> Federal - IDEA-B Preschool - Anderson County Co-Op <p style="text-align: right;"><b>\$8,564.00</b></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.

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<p>Activity:</p> <p>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.</p> <p>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.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>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.</p>	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 referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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<p>Activity:</p> <p>Special Education Modifications - Neches ISD 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.</p> <p>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.</p> <p>Students receiving Special Education services in grades 3 through 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate.</p> <p>a) STAAR (with approved or allowable accommodations).</p> <p>b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services.</p>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson Special Education Teacher - Ashley Radford Special Education Teacher - Jamie Miller</p>	<p>State - State and Local Funds - Time Contributions of Special Education Staff</p>	<p>Documentation :Student Records - - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>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.</p>

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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 - Related Services		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.
Activity: Child Find - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Neches ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:  * regional television commercial,  * countywide: contact with each school district and talk with each contact person,  * develops a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, and hanging Child Find Posters.	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	State - State and Local Funds - Child Find Resources		Child Find activities implemented.	Documentation :School Records - - 06/23: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.



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<p>Activity:</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>The district will post the transition</p>	<p>8/2022 - 5/2023</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>State - State and Local Funds - Time Contributions of Staff and Faculty</p>		<p>Students receive the transition services necessary to be successful in high school.</p>	<p>Documentation :Student Records - - 05/23: Transition activities are 100% in line with students' IEPs.</p>

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 Objective(s):

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<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>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>Federal - Title III, Part A - ELA - Region VII SSA <b>\$689.00</b></p> <p>State - Bilingual Education Block Grant - Bilingual Education Allotment <b>\$3,650.00</b></p>	<p>See Activities below.</p>	<p>Students exiting EB/EL designation by LPAC.</p>	<p>See Activities below.</p>

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Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>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.</p> <p>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.</p> <p>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)</p>	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.

**Goal: 2** Neches ISD 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>Activity:</p> <p>Modifications for EB/EL - Students are served in an ESL program as dictated by TEC Sections 29.053 and 29.063.</p> <p>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.</p> <p>Students will receive assistance to help maintain or remediate previously taught math and/or reading skills.</p>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook                      Elementary Assistant Principal - Lindsey Batchelor</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff</p>	<p>Informal Assessment                      :Classroom Assessment - - 12/22: 80% of students passing formal and informal assessment instruments.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/23: 89% of EB/EL in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

<b>Goal: 2      Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.</b> <b>(SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(j)). Reclassification criteria are applicable to students in grades 1 – 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"> <li>* English Language Proficiency Assessment: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</li> <li>* State Standardized Reading Assessment: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 – 10: Meet passing standard on the STAAR Reading (English) test, or STAAR English I or English II EOC exams.</li> <li>* Results of a subjective teacher evaluation using the state's</li> </ul>	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	State - State and Local Funds - Time Contributions of Staff and LPAC	Documentation :Student Records - - 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 Tests :STAAR Tests - - 05/23: 78% of EB/EL in grades 3 - 12 will pass the STAAR ELA/Reading tests/STAAR English EOC exams in English and/or Spanish.

<p><b>Goal: 2</b>      <b>Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.</b>  <b>(SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s):</p>						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>standardized rubric.</p> <p>The LPAC will monitor students 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>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment - 12/22: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/23: 93% of Migrant students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.



**Goal: 2**      **Neches ISD 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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Modifications for Dyslexia - At Neches ISD, 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.</p> <p>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.</p>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>State - State and Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessment - - 12/22: 80% of students will demonstrate improved reading and comprehension skills.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/23: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students with dyslexia in grades 3 – 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>



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Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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 Counselor - Sha-Ree Hudson	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.

District Improvement Plan  
Neches ISD 2022-2023

**Goal: 2**      **Neches ISD 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>	<p>8/2022 - 5/2023</p> <p>8/2022 - 5/2023</p> <p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson G/T Coordinator - Jennifer Sparks</p> <p>G/T Coordinator - Jennifer Sparks Counselor - Sha-Ree Hudson</p> <p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>State - Gifted and Talented Block Grant - G/T Allotment <b>\$6,420.00</b></p> <p>State - State and Local Funds - Assessment Instruments</p> <p>State - State and Local Funds - Time Contributions of G/T Staff</p>	<p>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.</p> <p>Documentation :Teacher Records - - 12/22: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.</p>	<p>G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p> <p>G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p> <p>G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Classroom Assessment - 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> <p>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> <p>Informal Assessment :Classroom Assessment - - 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>

District Improvement Plan  
Neches ISD 2022-2023

<b>Goal: 2      Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.</b> <b>(SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</b>						
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>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.</p>	8/2022 - 5/2023	Superintendent - Cory Hines	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 Tests :STAAR Tests - 05/23: 93% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity:</p> <p>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.</p>	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor  Local Funds - Counseling Resources	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.	Informal Assessment :Classroom Assessment - - 05/23: 90% of all students will pass EOY benchmark tests.  Criterion-Referenced Tests :STAAR Tests - - 05/23: 93% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity:</p> <p>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.</p>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Federal - ESSER III - Time Contributions of Library Aide FTE:        0.80  <b>\$18,381.98</b>  Local Funds - Reading Materials	Documentation :School Records - - 12/22: All Neches ISD 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.

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 (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>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;"><b>\$100.00</b></p>	<p>Documentation :Agenda Minutes, Sign-in Sheets - - 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 academic achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 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>

**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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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"> <li>* Continue attendance improvement programs at each campus by offering certificates, award assemblies, and drawings;</li> <li>* Conduct conferences, phone calls, home visits, emails, and Saturday School;</li> <li>* Contact with parents on the 2nd consecutive absence;</li> <li>* Principal warning letter after 3rd unexcused or 10th excused absence;</li> <li>* Work cooperatively with the Justice of the Peace to address compulsory attendance requirements;</li> <li>* Review and update legal and local policies concerning attendance; and</li> <li>* Encourage attendance by providing alternative setting in DAEP for students who violate the Student Code of Conduct.</li> </ul> <p>The Principals 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>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p>	<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>	<p>Neches ISD will encourage increased student attendance.</p>	<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>

<b>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)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Neches ISD. 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.	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 12/22: Attendance Records reflect an attendance rate at 97% or above.	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.
Strategy: Extracurricular Activities - Neches ISD 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.	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - 05/23: Increase in the number of students participating in extracurricular activities as compared to the previous year.

**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>

**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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Career Guidance and Counseling (SWP CIP) - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* 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.</p> <p>* Career: Career Awareness in grades 7 and 8 will be promoted through visits from outside professionals, mentors, and the use of career resources to help guide students in career and academic decisions.</p> <p>* Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>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</p>	<p>8/2022 - 5/2023</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.</p>	<p>Documentation :Student Records - 05/23: All students complete High School with ideas of potential careers and goals to prepare themselves for further successful studies.</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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>and ACT prep materials.</p> <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>						

<b>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)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>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.</p> <p>Programs offered include:</p> <p>Agriculture: Advanced Animal Science, Agriculture Fabrication, Agriculture Power Systems, Small Animal Management, Agricultural Science 101, Agricultural Science 221, and Agricultural Mechanics</p> <p>Business: Business Computers and Information Systems (BCIS), Computer App, Business Information Management, and Accounting</p> <p>Human Services: Interpersonal Studies, Leadership, Child Development, Culinary Arts, and Lifetime Nutrition and Wellness</p> <p>Health Sciences: Anatomy and Physiology and Medical Terminology</p> <p>Certifications are offered for Certified Nursing Assistant (CNA), Hunter's Safety, Welder's Certification, Microsoft, and Adobe.</p> <p>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.</p> <p>The district will support</p>	8/2022 - 5/2023	High School Principal - Trent Cook	State - Career and Technology Block Grant - CTE Allotment <b>\$276,395.00</b>  State - CCMR Outcome Bonus - Certification Books and Testing Materials <b>\$17,000.00</b>  Federal - Perkins V - Region VII Carl Perkins Consortium <b>\$4,206.00</b>  Federal - Title IV, Part A - Dual Credit Student Textbooks <b>\$9,200.00</b>  Federal - ESSER III - Student Tuition <b>\$30,000.00</b>	Informal Assessment :Classroom Assessment - 12/22: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	Increased academic 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>
<p>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>						

<p><b>Goal: 5</b>      <b>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)]</b></p> <p>Objective(s): PK-12th      Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>PK-12th      Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>PK-11th      Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>PK-12th      Attract and retain fully certified teachers.</p> <p>PK-12th      Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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>Professional Development Needs Assessment (SWP CNA) - Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> <li>* Staff development to meet state requirements for Confidentiality, Science Safety updates, Blood Borne Pathogens, Dating Violence, CPS, Bullying, Sexual Harassment, and David's Law</li> <li>* Paraprofessional Institute</li> <li>* 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</li> <li>* 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</li> <li>* Child Safety Training in areas such as online safety and food allergies</li> <li>* Mentor training</li> <li>* Suicide Awareness training for staff</li> </ul>	September 2022	<p>Superintendent - Cory Hines Elementary Principal - Amy Wilson High School Principal - Trent Cook Counselor - Sha-Ree Hudson</p>	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of faculty.	Documentation :Agendas, Meeting Notes - 09/22: A PD Program will have been designed to have met the needs of the Neches Elementary and High School faculty.



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<p><b>Goal: 5</b>      <b>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)]</b></p> <p>Objective(s): PK-12th      Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>PK-12th      Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>PK-11th      Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>PK-12th      Attract and retain fully certified teachers.</p> <p>PK-12th      Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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>Recruitment and Retention Initiatives (SWP CIP) - The DPDMC, 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 ISD has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Neches ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. In addition, Neches ISD will offer a Mentor Program.</p> <p>Neches ISD offers stipends for the high need areas of Math and Science, as well as retention stipends for personnel. The Neches ISD compensation plan will increase compensation above the state scale for teachers. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Neches ISD.</p> <p>In response to the COVID-19 pandemic, Neches ISD will provide all staff with retention stipends to retain fully certified staff and continue to employ existing staff.</p>	8/2022 - 5/2023	Superintendent - Cory Hines	<p>Federal - Title I, Part A - Elementary Retention Stipends <b>\$30,435.01</b></p> <p>Federal - Title I, Part A - High School Retention Stipends <b>\$11,413.13</b></p> <p>Federal - Title II, Part A - Elementary Retention Stipends <b>\$2,536.25</b></p> <p>Federal - Title II, Part A - High School Retention Stipends <b>\$5,072.50</b></p> <p>Federal - ESSER III - Elementary Retention Stipends <b>\$30,435.00</b></p> <p>Federal - ESSER III - High School Retention Stipends <b>\$12,174.00</b></p> <p>Federal - ESSER III - District Retention Stipends <b>\$21,304.50</b></p>		100% Fully Certified Faculty.	Documentation :HR Records - 05/23: Neches ISD finishes the school year with 100% Fully Certified Faculty.

<b>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)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Neches ISD 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. * Provide Instructional Technology Director to assist teachers in using technology effectively.	September 2022	Superintendent - Cory Hines Technology Director - Sherry Lune High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Staff		The educational system of Neches ISD 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.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Integrated Curriculum (SWP CIP) - Neches Elementary and 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	8/2022 - 5/2023	Technology Director - Sherry Lune High School Principal - Trent Cook Elementary Principal - Amy Wilson	Federal - ESSER II - Time Contributions of Instructional Technology Specialist FTE: 0.18 <b>\$14,811.73</b>  Federal - ESSER III - Time Contributions of Technology/Instructional Technology Director FTE: 0.82 <b>\$69,759.07</b>  Federal - ESSER II - Districtwide Educational Technology <b>\$1,478.00</b>  State - State Compensatory Education (SCE) - Renaissance Site License <b>\$3,000.00</b>	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 Tests :STAAR Tests - 05/23: 93% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>training on equipment such as smart boards and document cameras and the programs available for instruction.</p> <p>In response to COVID-19, Neches ISD will purchase educational technology to support online learning and provide an Instructional Technology Director to assist teachers in using technology effectively.</p> <p>Strategy: Technology Acceptable Use Policy - Every Neches ISD faculty member, student and parent having access to Neches computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Neches ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Neches ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Neches ISD School Board Policy CQ (Local).</p>	8/2022 - 5/2023	Technology Director - Sherry Lune	Local Funds - Acceptable Use Policy	Documentation :School Records - 08/22: 100% of the faculty, students and parents at Neches ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.	Documentation :School Records - 05/23: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of Technology Program (SWP EPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	May 2023	Technology Director - Sherry Lune High School Principal - Trent Cook Elementary Principal - Amy Wilson	Local Funds - Time Contributions of Staff		Increase student achievement.  All staff and students using technology appropriately and efficiently.	Documentation :Principal Observation Report, Teacher Self Report, Other Documentation - 05/23: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

**Goal: 7** Neches ISD 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):

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<p><b>Goal: 7</b>      <b>Neches ISD 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)]</b></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"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy.</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care.</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being.</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students.</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities.</li> <li>6. School, parent and community involvement in the health and well-being of students.</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and</li> </ol>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson School Nurse - Amanda McCarty	Local Funds - Time Contributions of Staff  Federal - ESSER III - Cleaning and Sanitization Supplies <b>\$3,433.33</b>	Documentation :Discipline Records - 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 Records - 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.

**Goal: 7** Neches ISD 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)]

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<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>In response to the COVID-19 pandemic, Neches ISD will purchase cleaning and sanitizing supplies to clean and sanitize the facilities to minimize the spread of infectious diseases in accordance with CDC recommendations.</p>						

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Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:  1. The number of hours of instruction to be provided in health education;  2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco;  3. Appropriate grade levels and methods of instruction for human sexuality instruction; and  4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. Texas Education Code 28.004(c)	8/2022 - 5/2023	Superintendent - Cory Hines	Local Funds - Time Contributions of Committee Members		Improved student health and wellness.	Documentation :School Records - - 05/23: Local Board Policies reflect all new mandated medical and health-related policies, as well as Neches ISD's specific policies.

<p><b>Goal: 7</b>      <b>Neches ISD 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)]</b></p> <p>Objective(s):</p>						
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<p>Activity:</p> <p>Trauma-Informed Care Program - The Neches ISD trauma-informed care program (see Board Policy FFBA – Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.</p> <p>Neches ISD will provide training in trauma-informed care to district educators. Trainings will be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals.</p> <p>Neches ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)</p>	8/2022 - 5/2023	Superintendent - Cory Hines Counselor - Sha-Ree Hudson	Local Funds - Trauma-Informed Care Training	Documentation :School Records - - 08/22: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.	Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.	Documentation :Professional Development Records - - 05/23: 100% of district and campus staff have received the required training.

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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>
<p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Neches ISD students is of utmost importance, and the district 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 ISD will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Visitor check-in and Visitor passes</li> <li>* Scheduled drills</li> <li>* Weekly door sweeps</li> <li>* Annual Safety inspections and presentations</li> <li>* Evaluate the use of surveillance cameras at all gates and entry ways</li> <li>* Security System and Cameras</li> <li>* Two-Way Radio System</li> <li>* Annual notification and training on the school defibrillator</li> <li>* Character Education Program</li> <li>* Training on blood borne pathogens and annual CPR/AED training</li> <li>* Guardian Program</li> </ul> <p>At this time, Neches ISD does not employ or contract with a School Resource Officer. (TEC §37.081(d))</p>	8/2022 - 5/2023	<p>Superintendent - Cory Hines High School Principal - Trent Cook Elementary Principal - Amy Wilson</p>	<p>State - School Safety Allotment - School Safety Allotment <b>\$3,033.00</b></p>	<p>Documentation :Discipline Records - 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 Records - 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 ISD 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: Emergency Response - Staff will review annually the Emergency Response Plan and monitor monthly. This includes policies for * Shelter in Place, * Severe Weather, * Building Evacuation, * Site Evacuation, * Telephone Logs, * Student Lists, * Off Site Evacuations, * Hazard Analysis and Critical Control Points (HACCP), * Lockdowns/Evaluations, * COVID-19 Policies and Protocols.</p>	8/2022 - 5/2023	High School Principal - Trent Cook Elementary Principal - Amy Wilson	<p>Local Funds - Time Contributions of Staff</p> <p>Federal - ESSER II - Time Contributions of Staff FTE: 1.07</p> <p style="text-align: right;"><b>\$32,001.00</b></p>		Effective practices for school safety and security.	Documentation :School Records - - 05/23: Staff, students, and parents are aware of district plans and procedures for a safe, secure, and orderly environment.
<p>Activity: 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 - 5/2023	High School Principal - Trent Cook	<p>State - State Compensatory Education (SCE) - DAEP Student Tuition</p> <p style="text-align: right;"><b>\$5,000.00</b></p>	<p>Informal Assessment :Classroom Assessment - - 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.	Informal Assessment :Classroom Assessment - - 05/23: Final report card grades and STAAR assessments will indicate program's success.

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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>Activity:                      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"> <li>* Student Assemblies on bullying, drug prevention, health, and safety</li> <li>* Wellness Policy</li> </ul>	<p>8/2022 - 5/2023</p>	<p>High School Principal - Trent Cook                      Elementary Principal - Amy Wilson                      Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time                      Contributions of Staff and Community</p>	<p>Documentation :Discipline Records - - 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 Records - - 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.</p>

**Goal: 7** Neches ISD 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>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"> <li>* the student is pregnant and attending classes on a district campus;</li> <li>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</li> <li>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</li> </ul> <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                      School 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>

<p><b>Goal: 7</b>      <b>Neches ISD 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)]</b></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>Child Sexual abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of</p>	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Faculty and Staff	Documentation :School Records - - 08/22: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.	Documentation :School Records - - 05/23: Sexual Abuse policy will have been implemented.

<p><b>Goal: 7</b>      <b>Neches ISD 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)]</b></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>physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs.</p> <p>To find out what services may be available in your county, see <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:  <a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a>  <a href="http://sapn.nonprofitoffice.com">http://sapn.nonprofitoffice.com</a>  <a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a></p> <p>Reports may be made to:  The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).</p>						

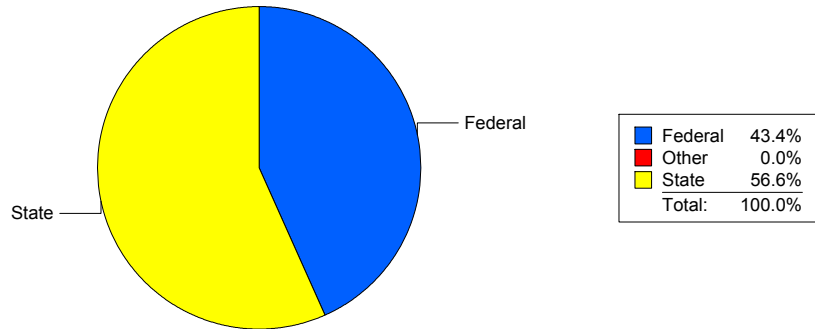
<p><b>Goal: 7</b>      <b>Neches ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></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>Dating Violence Policy - In accordance with TEC 37.0831, the dating violence is not tolerated in Neches ISD. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, Superintendent, or a teacher they are comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator.</p> <p>The district will provide counseling for victims and perpetrators and training to teachers and administrators. In addition, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information see Board Policy FFH (Local).</p>	8/2022 - 5/2023	Superintendent - Cory Hines	Local Funds - Time Contributions of Faculty and Staff		Staff, parents, and students have an increased awareness of dating violence.	Documentation :School Records - - 05/23: Dating violence policy has been implemented and distributed to staff, parents, and students.

**Goal: 7**      **Neches ISD 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>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"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	<p>8/2022 - 5/2023</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Counselor</p> <p>Federal - ESSER III - Time Contributions of Counselor  <b>\$5,662.50</b></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



District Improvement Plan  
Neches ISD 2022-2023

## Funding Values By Program

### Federal

#### ESSER II

	<u>FTE</u>	<u>DollarValue</u>
Districtwide Educational Technology	0.00	\$1478.00
Time Contributions of Spanish Aide	1.00	\$23811.05
Time Contributions of Instructional Technology Specialist	0.18	\$14811.73
Time Contributions of Rtl Teacher	1.00	\$56533.50
Time Contributions of Staff	1.07	\$32001.00

#### ESSER III

Time Contributions of Library Aide	0.80	\$18381.98
Time Contributions of Aide	1.00	\$23187.04
Extra Duty Pay for Elementary Tutorial Teachers	0.00	\$11325.00
Extra Duty Pay for High School Tutorial Teachers	0.00	\$4246.88
Extra Duty Pay for Bus Driver	0.00	\$566.25
Tutorial Resources	0.00	\$7075.34

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>ESSER III</b>		
Extra Duty Pay for Elementary Summer School Teachers	0.00	\$5096.25
Extra Duty Pay for High School Summer School Teachers	0.00	\$3397.50
Summer School Resources	0.00	\$2852.67
Time Contributions of Technology/Instructional Technology Director	0.82	\$69759.07
Time Contributions of Counselor	0.00	\$5662.50
High School Retention Stipends	0.00	\$12174.00
District Retention Stipends	0.00	\$21304.50
Elementary Retention Stipends	0.00	\$30435.00
Cleaning and Sanitization Supplies	0.00	\$3433.33
Edgenuity - Spanish Curriculum	0.00	\$33000.00
Student Tuition	0.00	\$30000.00
<b>IDEA-B Formula</b>		
Anderson County Co-Op	0.00	\$80136.00
<b>IDEA-B Preschool</b>		
Anderson County Co-Op	0.00	\$8564.00
<b>Perkins V</b>		
Region VII Carl Perkins Consortium	0.00	\$4206.00
<b>Title I, Part A</b>		
Elementary Retention Stipends	0.00	\$30435.01
Time Contributions of PK Staff	1.50	\$44919.27
Supplemental Instructional Resources	0.00	\$598.00
High School Retention Stipends	0.00	\$11413.13
SECCA, Inc. Consulting Services	0.00	\$2243.00
Homeless Resources	0.00	\$100.00

**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title II, Part A</b>		
SECCA, Inc. Consulting Services	0.00	\$800.00
High School Retention Stipends	0.00	\$5072.50
Supplemental Instructional Resources	0.00	\$6098.00
Elementary Retention Stipends	0.00	\$2536.25
<b>Title III, Part A - ELA</b>		
Region VII SSA	0.00	\$689.00
<b>Title IV, Part A</b>		
Dual Credit Student Textbooks	0.00	\$9200.00
SECCA, Inc. Consulting Services	0.00	\$800.00
		<b>\$618,342.75</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of PK Staff	2.00	\$0.00
<b>Local Funds</b>		
Time Contributions of Staff	0.00	\$0.00
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 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

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
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 Staff and Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
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 Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Counseling Resources	0.00	\$0.00
Reading Materials	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Trauma-Informed Care Training	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

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		<b>\$0.00</b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Education Block Grant</b>		
Bilingual Education Allotment	0.00	\$3650.00
<b>Career and Technology Block Grant</b>		
CTE Allotment	0.00	\$276395.00
<b>CCMR Outcome Bonus</b>		
Certification Books and Testing Materials	0.00	\$17000.00
<b>Dyslexia Allotment</b>		
Dyslexia Allotment	0.00	\$3696.00
<b>Early Education Allotment</b>		
Early Education Allotment	0.00	\$30800.00
<b>Gifted and Talented Block Grant</b>		
G/T Allotment	0.00	\$6420.00
<b>School Safety Allotment</b>		
School Safety Allotment	0.00	\$3033.00
<b>Special Education Block Grant</b>		
Special Education Allotment	0.00	\$245871.00

**Funding Values By Program**

<b>State</b>	<b>FTE</b>	<b>DollarValue</b>
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Related Services	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Staff and Faculty	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 G/T Staff	0.00	\$0.00
<b>State Compensatory Education (SCE)</b>		
Renaissance Site License	0.00	\$3000.00
DAEP Student Tuition	0.00	\$5000.00
Istation Site License Renewal	0.00	\$5300.00
Time Contributions of High School Teachers	3.90	\$204937.40
Supplemental Instructional Resources	0.00	\$1000.00
		<b>\$806,102.40</b>
<b>Grand Total:</b>		<b>\$1,424,445.15</b>

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: NECHES ISD**

**District Number: 001906**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Postsecondary Readiness**

***2022 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	78%	<b>90%</b>	*	*	88%	-	-	-	-	*	-	100%	80%	91%	-
	2021	67%	72%	<b>83%</b>	*	*	81%	-	-	-	-	*	*	92%	70%	70%	-
At Meets Grade Level or Above	2022	51%	51%	<b>65%</b>	*	*	65%	-	-	-	-	*	-	60%	70%	45%	-
	2021	39%	41%	<b>61%</b>	*	*	63%	-	-	-	-	*	*	69%	50%	50%	-
At Masters Grade Level	2022	30%	28%	<b>30%</b>	*	*	35%	-	-	-	-	*	-	50%	10%	9%	-
	2021	19%	19%	<b>35%</b>	*	*	38%	-	-	-	-	*	*	38%	30%	20%	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	73%	<b>90%</b>	*	*	94%	-	-	-	-	*	-	90%	90%	91%	-
	2021	62%	70%	<b>83%</b>	*	*	94%	-	-	-	-	*	*	93%	70%	64%	-
At Meets Grade Level or Above	2022	43%	44%	<b>65%</b>	*	*	65%	-	-	-	-	*	-	50%	80%	55%	-
	2021	31%	35%	<b>33%</b>	*	*	29%	-	-	-	-	*	*	29%	40%	27%	-
At Masters Grade Level	2022	21%	21%	<b>30%</b>	*	*	35%	-	-	-	-	*	-	30%	30%	18%	-
	2021	14%	16%	<b>8%</b>	*	*	6%	-	-	-	-	*	*	0%	20%	0%	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	77%	<b>100%</b>	*	*	100%	-	-	-	-	*	*	100%	100%	100%	-
	2021	63%	67%	<b>58%</b>	60%	80%	58%	*	*	-	-	*	-	56%	67%	64%	-
At Meets Grade Level or Above	2022	54%	52%	<b>76%</b>	*	*	79%	-	-	-	-	*	*	85%	67%	50%	-
	2021	36%	39%	<b>33%</b>	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
At Masters Grade Level	2022	28%	25%	<b>28%</b>	*	*	26%	-	-	-	-	*	*	31%	25%	10%	-
	2021	17%	18%	<b>13%</b>	20%	20%	8%	*	*	-	-	*	-	17%	0%	21%	-
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	70%	<b>92%</b>	*	*	89%	-	-	-	-	*	*	100%	83%	90%	-
	2021	59%	66%	<b>71%</b>	80%	80%	67%	*	*	-	-	*	-	67%	83%	79%	-
At Meets Grade Level or Above	2022	43%	42%	<b>64%</b>	*	*	63%	-	-	-	-	*	*	62%	67%	50%	-
	2021	36%	40%	<b>50%</b>	40%	80%	50%	*	*	-	-	*	-	50%	50%	64%	-
At Masters Grade Level	2022	23%	22%	<b>16%</b>	*	*	16%	-	-	-	-	*	*	15%	17%	10%	-
	2021	21%	24%	<b>17%</b>	20%	40%	8%	*	*	-	-	*	-	17%	17%	14%	-
<b>Grade 5 Reading</b>																	



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	<b>95%</b>	*	100%	100%	*	*	-	-	*	-	94%	*	90%	-
	2021	73%	73%	<b>65%</b>	*	*	67%	-	-	-	*	*	*	62%	70%	67%	*
At Meets Grade Level or Above	2022	58%	57%	<b>81%</b>	*	83%	78%	*	*	-	-	*	-	83%	*	70%	-
	2021	46%	45%	<b>43%</b>	*	*	44%	-	-	-	*	*	*	54%	30%	33%	*
At Masters Grade Level	2022	36%	34%	<b>48%</b>	*	50%	44%	*	*	-	-	*	-	50%	*	50%	-
	2021	30%	28%	<b>35%</b>	*	*	39%	-	-	-	*	*	*	38%	30%	22%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	78%	<b>90%</b>	*	100%	89%	*	*	-	-	*	-	89%	*	90%	-
	2021	70%	75%	<b>86%</b>	*	*	89%	-	-	-	*	*	*	92%	78%	88%	*
At Meets Grade Level or Above	2022	48%	49%	<b>43%</b>	*	67%	56%	*	*	-	-	*	-	39%	*	30%	-
	2021	44%	49%	<b>41%</b>	*	*	50%	-	-	-	*	*	*	31%	56%	38%	*
At Masters Grade Level	2022	25%	25%	<b>10%</b>	*	17%	11%	*	*	-	-	*	-	11%	*	0%	-
	2021	25%	26%	<b>5%</b>	*	*	6%	-	-	-	*	*	*	8%	0%	0%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	69%	<b>81%</b>	*	83%	89%	*	*	-	-	*	-	78%	*	60%	-
	2021	62%	67%	<b>83%</b>	*	*	83%	-	-	-	*	*	*	92%	70%	89%	*
At Meets Grade Level or Above	2022	38%	41%	<b>38%</b>	*	50%	44%	*	*	-	-	*	-	44%	*	50%	-
	2021	31%	34%	<b>22%</b>	*	*	28%	-	-	-	*	*	*	31%	10%	11%	*
At Masters Grade Level	2022	18%	19%	<b>5%</b>	*	0%	11%	*	*	-	-	*	-	6%	*	0%	-
	2021	13%	13%	<b>4%</b>	*	*	6%	-	-	-	*	*	*	8%	0%	0%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	71%	<b>72%</b>	*	*	80%	-	-	-	*	*	-	64%	82%	67%	*
	2021	62%	63%	<b>77%</b>	*	100%	73%	-	-	-	-	*	-	80%	71%	83%	*
At Meets Grade Level or Above	2022	43%	43%	<b>60%</b>	*	*	65%	-	-	-	*	*	-	57%	64%	50%	*
	2021	32%	31%	<b>27%</b>	*	40%	27%	-	-	-	-	*	-	27%	29%	25%	*
At Masters Grade Level	2022	23%	23%	<b>28%</b>	*	*	30%	-	-	-	*	*	-	29%	27%	17%	*
	2021	15%	14%	<b>0%</b>	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	73%	<b>100%</b>	*	*	100%	-	-	-	*	*	-	100%	100%	100%	*
	2021	68%	73%	<b>95%</b>	*	100%	93%	-	-	-	-	*	-	100%	86%	100%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	38%	<b>68%</b>	*	*	80%	-	-	-	*	*	-	57%	82%	50%	*
	2021	36%	40%	<b>59%</b>	*	80%	53%	-	-	-	-	*	-	60%	57%	67%	*
At Masters Grade Level	2022	16%	15%	<b>24%</b>	*	*	30%	-	-	-	*	*	-	29%	18%	8%	*
	2021	15%	17%	<b>23%</b>	*	20%	20%	-	-	-	-	*	-	20%	29%	25%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	81%	<b>89%</b>	*	100%	85%	-	-	-	-	*	-	100%	75%	85%	*
	2021	69%	72%	<b>90%</b>	-	*	88%	-	-	-	*	*	-	94%	80%	75%	-
At Meets Grade Level or Above	2022	56%	55%	<b>53%</b>	*	60%	54%	-	-	-	-	*	-	64%	38%	46%	*
	2021	45%	45%	<b>71%</b>	-	*	76%	-	-	-	*	*	-	81%	40%	38%	-
At Masters Grade Level	2022	37%	35%	<b>26%</b>	*	20%	31%	-	-	-	-	*	-	18%	38%	23%	*
	2021	25%	25%	<b>57%</b>	-	*	59%	-	-	-	*	*	-	63%	40%	25%	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	63%	<b>89%</b>	*	100%	85%	-	-	-	-	*	-	100%	75%	85%	*
	2021	55%	62%	<b>95%</b>	-	*	94%	-	-	-	*	*	-	100%	80%	88%	-
At Meets Grade Level or Above	2022	31%	33%	<b>74%</b>	*	100%	62%	-	-	-	-	*	-	91%	50%	69%	*
	2021	27%	32%	<b>81%</b>	-	*	76%	-	-	-	*	*	-	88%	60%	75%	-
At Masters Grade Level	2022	13%	14%	<b>32%</b>	*	20%	38%	-	-	-	-	*	-	27%	38%	23%	*
	2021	12%	13%	<b>38%</b>	-	*	35%	-	-	-	*	*	-	44%	20%	25%	-
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	83%	<b>90%</b>	-	*	88%	-	-	-	-	*	-	100%	67%	89%	-
	2021	73%	77%	<b>83%</b>	*	*	78%	-	-	-	-	*	-	86%	78%	67%	*
At Meets Grade Level or Above	2022	58%	57%	<b>80%</b>	-	*	76%	-	-	-	-	*	-	100%	33%	67%	-
	2021	46%	49%	<b>48%</b>	*	*	50%	-	-	-	-	*	-	43%	56%	22%	*
At Masters Grade Level	2022	37%	35%	<b>50%</b>	-	*	41%	-	-	-	-	*	-	57%	33%	44%	-
	2021	21%	22%	<b>17%</b>	*	*	22%	-	-	-	-	*	-	14%	22%	0%	*
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	70%	<b>95%</b>	-	*	94%	-	-	-	-	*	-	100%	83%	89%	-
	2021	62%	73%	<b>100%</b>	*	*	100%	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	40%	40%	<b>75%</b>	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	36%	48%	<b>61%</b>	*	*	56%	-	-	-	-	*	-	50%	78%	56%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	14%	<b>30%</b>	-	*	24%	-	-	-	-	*	-	36%	17%	22%	-
	2021	11%	14%	<b>35%</b>	*	*	33%	-	-	-	-	*	-	29%	44%	11%	*
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	74%	<b>85%</b>	-	*	82%	-	-	-	-	*	-	100%	50%	78%	-
	2021	68%	74%	<b>100%</b>	*	*	100%	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	45%	43%	<b>70%</b>	-	*	65%	-	-	-	-	*	-	86%	33%	67%	-
	2021	43%	47%	<b>71%</b>	*	*	68%	-	-	-	-	*	-	71%	70%	60%	*
At Masters Grade Level	2022	24%	21%	<b>50%</b>	-	*	47%	-	-	-	-	*	-	57%	33%	22%	-
	2021	24%	25%	<b>46%</b>	*	*	42%	-	-	-	-	*	-	43%	50%	20%	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	58%	<b>65%</b>	-	*	59%	-	-	-	-	*	-	71%	50%	56%	-
	2021	57%	62%	<b>74%</b>	*	*	72%	-	-	-	-	*	-	79%	67%	67%	*
At Meets Grade Level or Above	2022	31%	27%	<b>45%</b>	-	*	41%	-	-	-	-	*	-	43%	50%	33%	-
	2021	28%	30%	<b>30%</b>	*	*	33%	-	-	-	-	*	-	29%	33%	22%	*
At Masters Grade Level	2022	18%	15%	<b>30%</b>	-	*	24%	-	-	-	-	*	-	36%	17%	22%	-
	2021	14%	14%	<b>17%</b>	*	*	22%	-	-	-	-	*	-	14%	22%	11%	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	66%	<b>82%</b>	*	60%	84%	-	-	-	-	*	-	86%	79%	73%	*
	2021	67%	68%	<b>87%</b>	*	*	89%	-	-	-	-	*	-	94%	71%	75%	*
At Meets Grade Level or Above	2022	47%	47%	<b>64%</b>	*	40%	68%	-	-	-	-	*	-	71%	57%	53%	*
	2021	50%	50%	<b>61%</b>	*	*	56%	-	-	-	-	*	-	69%	43%	50%	*
At Masters Grade Level	2022	11%	9%	<b>25%</b>	*	0%	26%	-	-	-	-	*	-	21%	29%	13%	*
	2021	12%	10%	<b>17%</b>	*	*	17%	-	-	-	-	*	-	19%	14%	13%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	<b>80%</b>	*	*	84%	-	-	-	-	50%	-	83%	71%	75%	*
	2021	71%	71%	<b>80%</b>	*	*	85%	-	-	-	*	*	*	81%	*	85%	-
At Meets Grade Level or Above	2022	55%	54%	<b>56%</b>	*	*	58%	-	-	-	-	33%	-	61%	43%	63%	*
	2021	57%	57%	<b>68%</b>	*	*	75%	-	-	-	*	*	*	71%	*	69%	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	<b>8%</b>	*	*	5%	-	-	-	-	0%	-	6%	14%	13%	*
	2021	11%	10%	<b>4%</b>	*	*	5%	-	-	-	*	*	*	5%	*	8%	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	73%	<b>100%</b>	100%	*	100%	-	-	-	-	*	*	100%	100%	100%	*
	2021	73%	78%	<b>95%</b>	*	*	100%	-	-	-	-	*	-	93%	100%	100%	*
At Meets Grade Level or Above	2022	43%	42%	<b>89%</b>	100%	*	89%	-	-	-	-	*	*	100%	79%	85%	*
	2021	41%	48%	<b>85%</b>	*	*	88%	-	-	-	-	*	-	87%	80%	86%	*
At Masters Grade Level	2022	27%	25%	<b>46%</b>	60%	*	56%	-	-	-	-	*	*	50%	43%	23%	*
	2021	23%	27%	<b>60%</b>	*	*	63%	-	-	-	-	*	-	60%	60%	57%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	85%	<b>100%</b>	100%	*	100%	-	-	-	-	*	*	100%	100%	100%	*
	2021	82%	84%	<b>95%</b>	*	*	94%	-	-	-	-	*	-	93%	100%	100%	*
At Meets Grade Level or Above	2022	55%	54%	<b>54%</b>	40%	*	61%	-	-	-	-	*	*	64%	43%	21%	*
	2021	55%	55%	<b>81%</b>	*	*	81%	-	-	-	-	*	-	87%	67%	71%	*
At Masters Grade Level	2022	21%	18%	<b>18%</b>	20%	*	17%	-	-	-	-	*	*	14%	21%	7%	*
	2021	22%	20%	<b>43%</b>	*	*	38%	-	-	-	-	*	-	47%	33%	29%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	89%	<b>96%</b>	*	*	95%	-	-	-	*	*	-	100%	*	93%	-
	2021	88%	90%	<b>90%</b>	-	*	89%	-	-	-	-	*	-	94%	*	100%	*
At Meets Grade Level or Above	2022	68%	66%	<b>56%</b>	*	*	65%	-	-	-	*	*	-	61%	*	57%	-
	2021	69%	71%	<b>75%</b>	-	*	72%	-	-	-	-	*	-	76%	*	75%	*
At Masters Grade Level	2022	42%	37%	<b>22%</b>	*	*	30%	-	-	-	*	*	-	26%	*	14%	-
	2021	43%	43%	<b>30%</b>	-	*	28%	-	-	-	-	*	-	24%	*	25%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	93%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2021	95%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	57%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2021	69%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	13%	6%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2021	14%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	74%	<b>90%</b>	88%	91%	89%	*	*	-	*	60%	*	92%	85%	86%	83%
	2021	67%	71%	<b>83%</b>	68%	88%	85%	*	*	-	86%	71%	33%	86%	77%	81%	94%
At Meets Grade Level or Above	2022	48%	47%	<b>64%</b>	48%	69%	66%	*	*	-	*	23%	*	68%	57%	53%	58%
	2021	41%	44%	<b>53%</b>	41%	58%	54%	*	*	-	57%	26%	0%	55%	48%	48%	50%
At Masters Grade Level	2022	23%	22%	<b>27%</b>	19%	26%	29%	*	*	-	*	9%	*	29%	24%	17%	8%
	2021	18%	19%	<b>23%</b>	23%	23%	24%	*	*	-	14%	6%	0%	23%	22%	14%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	76%	<b>87%</b>	84%	82%	88%	*	*	-	*	52%	*	90%	82%	83%	67%
	2021	68%	71%	<b>78%</b>	61%	89%	78%	*	*	-	*	64%	*	80%	72%	73%	83%
At Meets Grade Level or Above	2022	53%	52%	<b>67%</b>	53%	68%	68%	*	*	-	*	29%	*	73%	56%	55%	50%
	2021	45%	45%	<b>52%</b>	39%	48%	54%	*	*	-	*	14%	*	56%	41%	42%	33%
At Masters Grade Level	2022	25%	23%	<b>30%</b>	26%	32%	29%	*	*	-	*	10%	*	32%	25%	22%	0%
	2021	18%	18%	<b>22%</b>	11%	19%	24%	*	*	-	*	14%	*	23%	19%	13%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	72%	<b>94%</b>	88%	100%	94%	*	*	-	*	80%	*	97%	91%	92%	100%
	2021	66%	72%	<b>89%</b>	79%	88%	92%	*	*	-	*	80%	*	91%	84%	87%	100%
At Meets Grade Level or Above	2022	42%	41%	<b>69%</b>	59%	79%	70%	*	*	-	*	33%	*	69%	68%	58%	60%
	2021	37%	42%	<b>58%</b>	43%	72%	58%	*	*	-	*	30%	*	57%	59%	58%	67%
At Masters Grade Level	2022	20%	19%	<b>27%</b>	18%	21%	31%	*	*	-	*	13%	*	28%	26%	15%	20%
	2021	18%	19%	<b>26%</b>	36%	28%	25%	*	*	-	*	0%	*	26%	25%	17%	17%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	77%	<b>90%</b>	89%	92%	91%	*	*	-	-	40%	*	91%	87%	82%	*
	2021	71%	76%	<b>93%</b>	80%	100%	92%	-	-	-	*	80%	*	95%	88%	96%	*
At Meets Grade Level or Above	2022	47%	46%	<b>54%</b>	33%	54%	59%	*	*	-	-	0%	*	63%	35%	42%	*
	2021	44%	46%	<b>57%</b>	60%	56%	58%	-	-	-	*	40%	*	64%	46%	46%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	19%	<b>23%</b>	11%	15%	27%	*	*	-	-	0%	*	24%	22%	9%	*
	2021	20%	20%	<b>31%</b>	60%	33%	28%	-	-	-	*	0%	*	33%	27%	15%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	74%	<b>83%</b>	*	100%	78%	-	-	-	*	50%	-	89%	60%	78%	-
	2021	73%	76%	<b>81%</b>	*	80%	81%	-	-	-	-	*	-	87%	67%	82%	*
At Meets Grade Level or Above	2022	50%	47%	<b>51%</b>	*	60%	54%	-	-	-	*	0%	-	54%	40%	48%	-
	2021	49%	50%	<b>51%</b>	*	40%	53%	-	-	-	-	*	-	55%	42%	47%	*
At Masters Grade Level	2022	30%	26%	<b>26%</b>	*	40%	27%	-	-	-	*	0%	-	30%	10%	17%	-
	2021	29%	28%	<b>23%</b>	*	20%	25%	-	-	-	-	*	-	19%	33%	18%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	36%	<b>60%</b>	*	*	59%	-	-	-	-	*	-	50%	70%	45%	-
	2021	24%	26%	<b>26%</b>	*	*	25%	-	-	-	-	*	*	23%	30%	20%	-
Reading and Mathematics Including EOC	2022	36%	36%	<b>60%</b>	*	*	59%	-	-	-	-	*	-	50%	70%	45%	-
	2021	24%	26%	<b>26%</b>	*	*	25%	-	-	-	-	*	*	23%	30%	20%	-
Reading Including EOC	2022	51%	51%	<b>65%</b>	*	*	65%	-	-	-	-	*	-	60%	70%	45%	-
	2021	38%	41%	<b>61%</b>	*	*	63%	-	-	-	-	*	*	69%	50%	50%	-
Math Including EOC	2022	43%	44%	<b>65%</b>	*	*	65%	-	-	-	-	*	-	50%	80%	55%	-
	2021	31%	35%	<b>33%</b>	*	*	29%	-	-	-	-	*	*	29%	40%	27%	-
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	34%	<b>52%</b>	*	*	53%	-	-	-	-	*	*	54%	50%	20%	-
	2021	26%	28%	<b>33%</b>	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Reading and Mathematics Including EOC	2022	36%	34%	<b>52%</b>	*	*	53%	-	-	-	-	*	*	54%	50%	20%	-
	2021	26%	28%	<b>33%</b>	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Reading Including EOC	2022	54%	52%	<b>76%</b>	*	*	79%	-	-	-	-	*	*	85%	67%	50%	-
	2021	36%	39%	<b>33%</b>	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Math Including EOC	2022	43%	42%	<b>64%</b>	*	*	63%	-	-	-	-	*	*	62%	67%	50%	-
	2021	36%	40%	<b>50%</b>	40%	80%	50%	*	*	-	-	*	-	50%	50%	64%	-
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	40%	<b>33%</b>	*	67%	33%	*	*	-	-	*	-	33%	*	20%	-
	2021	34%	35%	<b>27%</b>	*	*	33%	-	-	-	*	*	*	31%	22%	13%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	40%	<b>33%</b>	*	67%	33%	*	*	-	-	*	-	33%	*	20%	-
	2021	34%	35%	<b>27%</b>	*	*	33%	-	-	-	*	*	*	31%	22%	13%	*
Reading Including EOC	2022	58%	57%	<b>81%</b>	*	83%	78%	*	*	-	-	*	-	83%	*	70%	-
	2021	46%	45%	<b>43%</b>	*	*	44%	-	-	-	*	*	*	54%	30%	33%	*
Math Including EOC	2022	48%	49%	<b>43%</b>	*	67%	56%	*	*	-	-	*	-	39%	*	30%	-
	2021	44%	49%	<b>41%</b>	*	*	50%	-	-	-	*	*	*	31%	56%	38%	*
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	30%	<b>56%</b>	*	*	65%	-	-	-	*	*	-	57%	55%	42%	*
	2021	24%	25%	<b>23%</b>	*	20%	27%	-	-	-	-	*	-	20%	29%	17%	*
Reading and Mathematics Including EOC	2022	31%	30%	<b>56%</b>	*	*	65%	-	-	-	*	*	-	57%	55%	42%	*
	2021	24%	25%	<b>23%</b>	*	20%	27%	-	-	-	-	*	-	20%	29%	17%	*
Reading Including EOC	2022	43%	43%	<b>60%</b>	*	*	65%	-	-	-	*	*	-	57%	64%	50%	*
	2021	32%	31%	<b>27%</b>	*	40%	27%	-	-	-	-	*	-	27%	29%	25%	*
Math Including EOC	2022	40%	38%	<b>68%</b>	*	*	80%	-	-	-	*	*	-	57%	82%	50%	*
	2021	36%	40%	<b>59%</b>	*	80%	53%	-	-	-	-	*	-	60%	57%	67%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	32%	<b>47%</b>	*	60%	46%	-	-	-	-	*	-	55%	38%	38%	*
	2021	26%	28%	<b>62%</b>	-	*	65%	-	-	-	*	*	-	69%	40%	25%	-
Reading and Mathematics Including EOC	2022	33%	32%	<b>47%</b>	*	60%	46%	-	-	-	-	*	-	55%	38%	38%	*
	2021	27%	28%	<b>62%</b>	-	*	65%	-	-	-	*	*	-	69%	40%	25%	-
Reading Including EOC	2022	56%	55%	<b>53%</b>	*	60%	54%	-	-	-	-	*	-	64%	38%	46%	*
	2021	45%	45%	<b>71%</b>	-	*	76%	-	-	-	*	*	-	81%	40%	38%	-
Math Including EOC	2022	37%	36%	<b>74%</b>	*	100%	62%	-	-	-	-	*	-	91%	50%	69%	*
	2021	32%	35%	<b>81%</b>	-	*	76%	-	-	-	*	*	-	88%	60%	75%	-
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	30%	<b>75%</b>	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	21%	30%	<b>43%</b>	*	*	44%	-	-	-	-	*	-	36%	56%	22%	*
Reading and Mathematics Including EOC	2022	41%	38%	<b>75%</b>	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	33%	39%	<b>43%</b>	*	*	44%	-	-	-	-	*	-	36%	56%	22%	*
Reading Including EOC	2022	58%	57%	<b>80%</b>	-	*	76%	-	-	-	-	*	-	100%	33%	67%	-
	2021	47%	49%	<b>48%</b>	*	*	50%	-	-	-	-	*	-	43%	56%	22%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2022	48%	46%	<b>75%</b>	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	43%	53%	<b>61%</b>	*	*	56%	-	-	-	-	*	-	50%	78%	56%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	34%	<b>54%</b>	25%	65%	57%	*	*	-	*	25%	*	56%	50%	37%	*
	2021	26%	29%	<b>36%</b>	31%	32%	39%	*	*	-	*	25%	*	36%	35%	25%	20%
Reading and Mathematics Including EOC	2022	36%	35%	<b>54%</b>	25%	65%	57%	*	*	-	*	25%	*	56%	50%	37%	*
	2021	28%	30%	<b>36%</b>	31%	32%	39%	*	*	-	*	25%	*	36%	35%	25%	20%
Reading Including EOC	2022	53%	53%	<b>69%</b>	50%	75%	69%	*	*	-	*	25%	*	76%	58%	54%	*
	2021	41%	42%	<b>47%</b>	43%	41%	50%	*	*	-	*	25%	*	51%	40%	35%	20%
Math Including EOC	2022	43%	42%	<b>65%</b>	42%	75%	67%	*	*	-	*	25%	*	64%	66%	52%	*
	2021	37%	42%	<b>54%</b>	38%	73%	53%	*	*	-	*	25%	*	52%	57%	55%	60%

\* 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 ISD (001906) - ANDERSON COUNTY

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

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	73	<b>78</b>	*	*	74	-	-	-	-	*	*	71	86	83	-
	2019	61	60	<b>32</b>	*	57	22	-	-	-	*	*	-	37	17	38	*
Grade 4 Mathematics	2022	74	68	<b>85</b>	*	*	82	-	-	-	-	*	*	88	82	94	-
	2019	65	65	<b>66</b>	*	79	59	-	-	-	*	*	-	68	58	63	*
Grade 5 ELA/Reading	2022	87	84	<b>90</b>	*	100	89	*	*	-	-	*	-	94	*	89	-
	2019	81	80	<b>89</b>	*	*	86	-	-	-	*	*	-	86	94	86	-
Grade 5 Mathematics	2022	79	76	<b>65</b>	*	50	78	*	*	-	-	*	-	68	*	56	-
	2019	83	83	<b>93</b>	*	*	92	-	-	-	*	*	-	96	89	100	-
Grade 6 ELA/Reading	2022	61	61	<b>74</b>	*	*	72	-	-	-	*	*	-	75	72	85	*
	2019	42	40	<b>33</b>	*	20	35	-	-	-	-	*	-	34	32	23	*
Grade 6 Mathematics	2022	61	56	<b>95</b>	*	*	97	-	-	-	*	*	-	92	100	94	*
	2019	54	51	<b>91</b>	*	60	98	-	-	-	-	*	-	94	86	91	*
Grade 7 ELA/Reading	2022	88	89	<b>86</b>	*	70	92	-	-	-	-	*	-	86	86	88	*
	2019	77	80	<b>83</b>	*	*	88	-	-	-	-	*	-	84	80	68	*
Grade 7 Mathematics	2022	60	58	<b>78</b>	*	80	75	-	-	-	-	*	-	82	71	67	*
	2019	62	66	<b>83</b>	*	*	82	-	-	-	-	*	-	84	80	82	*
Grade 8 ELA/Reading	2022	83	81	<b>80</b>	-	*	76	-	-	-	-	*	-	79	83	94	-
	2019	77	76	<b>60</b>	*	*	52	-	-	-	*	*	*	59	64	58	-
Grade 8 Mathematics	2022	74	74	<b>83</b>	-	*	79	-	-	-	-	*	-	82	83	78	-
	2019	82	83	<b>70</b>	*	*	74	-	-	-	*	*	*	66	83	58	-
End of Course English II	2022	71	71	<b>63</b>	*	*	53	-	-	-	-	*	-	62	67	79	*
	2019	69	67	<b>86</b>	*	*	82	-	-	-	*	*	-	84	*	100	-
End of Course Algebra I	2022	67	61	<b>92</b>	100	*	88	-	-	-	-	*	-	92	92	82	*
	2019	75	69	<b>86</b>	*	*	92	-	-	-	-	*	-	84	92	78	*
All Grades Both Subjects	2022	74	71	<b>81</b>	86	82	79	*	*	-	*	79	*	81	82	82	80
	2019	69	68	<b>72</b>	78	71	71	-	-	-	64	55	*	72	71	65	61
All Grades ELA/Reading	2022	78	77	<b>78</b>	91	86	74	*	*	-	*	73	*	78	79	87	70
	2019	68	67	<b>62</b>	72	67	60	-	-	-	*	60	*	63	59	55	*
All Grades Mathematics	2022	69	65	<b>83</b>	82	78	84	*	*	-	*	86	*	83	84	78	90
	2019	70	69	<b>81</b>	83	76	83	-	-	-	*	50	*	81	83	75	60

\* 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 ISD (001906) - 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	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	74%	<b>90%</b>	-	-	-	-	-	-	83%	83%	-	-	-	90%	83%	-
	2021	67%	71%	<b>83%</b>	-	-	-	-	-	-	94%	93%	*	-	-	83%	94%	-
At Meets Grade Level or Above	2022	48%	47%	<b>64%</b>	-	-	-	-	-	-	58%	58%	-	-	-	64%	58%	-
	2021	41%	44%	<b>53%</b>	-	-	-	-	-	-	50%	60%	*	-	-	53%	50%	-
At Masters Grade Level	2022	23%	22%	<b>27%</b>	-	-	-	-	-	-	8%	8%	-	-	-	28%	8%	-
	2021	18%	19%	<b>23%</b>	-	-	-	-	-	-	6%	7%	*	-	-	24%	6%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	76%	<b>87%</b>	-	-	-	-	-	-	67%	67%	-	-	-	88%	67%	-
	2021	68%	71%	<b>78%</b>	-	-	-	-	-	-	83%	80%	*	-	-	78%	83%	-
At Meets Grade Level or Above	2022	53%	52%	<b>67%</b>	-	-	-	-	-	-	50%	50%	-	-	-	67%	50%	-
	2021	45%	45%	<b>52%</b>	-	-	-	-	-	-	33%	40%	*	-	-	52%	33%	-
At Masters Grade Level	2022	25%	23%	<b>30%</b>	-	-	-	-	-	-	0%	0%	-	-	-	31%	0%	-
	2021	18%	18%	<b>22%</b>	-	-	-	-	-	-	0%	0%	*	-	-	22%	0%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	72%	<b>94%</b>	-	-	-	-	-	-	100%	100%	-	-	-	94%	100%	-
	2021	66%	72%	<b>89%</b>	-	-	-	-	-	-	100%	100%	*	-	-	89%	100%	-
At Meets Grade Level or Above	2022	42%	41%	<b>69%</b>	-	-	-	-	-	-	60%	60%	-	-	-	69%	60%	-
	2021	37%	42%	<b>58%</b>	-	-	-	-	-	-	67%	80%	*	-	-	57%	67%	-
At Masters Grade Level	2022	20%	19%	<b>27%</b>	-	-	-	-	-	-	20%	20%	-	-	-	27%	20%	-
	2021	18%	19%	<b>26%</b>	-	-	-	-	-	-	17%	20%	*	-	-	26%	17%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	77%	<b>90%</b>	-	-	-	-	-	-	*	*	-	-	-	90%	*	-
	2021	71%	76%	<b>93%</b>	-	-	-	-	-	-	*	*	*	-	-	92%	*	-
At Meets Grade Level or Above	2022	47%	46%	<b>54%</b>	-	-	-	-	-	-	*	*	-	-	-	52%	*	-
	2021	44%	46%	<b>57%</b>	-	-	-	-	-	-	*	*	*	-	-	58%	*	-
At Masters Grade Level	2022	21%	19%	<b>23%</b>	-	-	-	-	-	-	*	*	-	-	-	22%	*	-
	2021	20%	20%	<b>31%</b>	-	-	-	-	-	-	*	*	*	-	-	33%	*	-
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	74%	<b>83%</b>	-	-	-	-	-	-	-	-	-	-	-	83%	-	-
	2021	73%	76%	<b>81%</b>	-	-	-	-	-	-	*	*	-	-	-	80%	*	-
At Meets Grade Level or Above	2022	50%	47%	<b>51%</b>	-	-	-	-	-	-	-	-	-	-	-	52%	-	-
	2021	49%	50%	<b>51%</b>	-	-	-	-	-	-	*	*	-	-	-	51%	*	-

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**NECHES ISD (001906) - 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	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	26%	<b>26%</b>	-	-	-	-	-	-	-	-	-	-	-	26%	-	-
	2021	29%	28%	<b>23%</b>	-	-	-	-	-	-	*	*	-	-	-	24%	*	-
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	71%	<b>81%</b>	-	-	-	-	-	-	80%	80%	-	-	-	81%	80%	-
	2019	69%	68%	<b>72%</b>	-	-	-	-	-	-	61%	61%	-	-	-	-	61%	-
All Grades ELA/Reading	2022	78%	77%	<b>78%</b>	-	-	-	-	-	-	70%	70%	-	-	-	79%	70%	-
	2019	68%	67%	<b>62%</b>	-	-	-	-	-	-	*	*	-	-	-	-	*	-
All Grades Mathematics	2022	69%	65%	<b>83%</b>	-	-	-	-	-	-	90%	90%	-	-	-	83%	90%	-
	2019	70%	69%	<b>81%</b>	-	-	-	-	-	-	60%	60%	-	-	-	-	60%	-

\* 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 ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>99%</b>	98%	100%	99%	*	*	-	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	93%	92%	<b>94%</b>	94%	99%	93%	*	*	-	43%	90%	57%	97%	88%	90%	92%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	4%	0%	5%	*	*	-	57%	10%	43%	1%	11%	9%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	8%
Not Tested	1%	2%	<b>1%</b>	2%	0%	1%	*	*	-	0%	0%	0%	1%	1%	0%	0%
Absent	1%	2%	<b>1%</b>	2%	0%	1%	*	*	-	0%	0%	0%	1%	1%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	<b>98%</b>	95%	100%	99%	*	*	-	*	100%	*	98%	99%	99%	100%
Included in Accountability	92%	91%	<b>93%</b>	90%	97%	94%	*	*	-	*	91%	*	97%	89%	90%	86%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	5%	0%	5%	*	*	-	*	9%	*	1%	10%	8%	0%
Not Included in Accountability: Other Exclusions	2%	1%	<b>1%</b>	0%	3%	0%	*	*	-	*	0%	*	1%	0%	1%	14%
Not Tested	1%	2%	<b>2%</b>	5%	0%	1%	*	*	-	*	0%	*	2%	1%	1%	0%
Absent	1%	2%	<b>2%</b>	5%	0%	1%	*	*	-	*	0%	*	2%	1%	1%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	100%	99%	*	*	-	*	100%	*	99%	100%	100%	100%
Included in Accountability	93%	93%	<b>95%</b>	100%	100%	94%	*	*	-	*	94%	*	98%	92%	93%	100%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	0%	0%	5%	*	*	-	*	6%	*	1%	8%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	<b>1%</b>	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	0%
Absent	1%	1%	<b>1%</b>	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	<b>100%</b>	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	<b>90%</b>	90%	100%	88%	*	*	-	*	71%	*	98%	77%	83%	*
Not Included in Accountability: Mobile	4%	5%	<b>10%</b>	10%	0%	12%	*	*	-	*	29%	*	2%	23%	18%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	2%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Other	0%	1%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	98%	97%	98%	*	100%	97%	-	-	-	*	100%	-	97%	100%	100%	-
Included in Accountability	94%	92%	96%	*	100%	97%	-	-	-	*	100%	-	97%	91%	96%	-
Not Included in Accountability: Mobile	4%	5%	2%	*	0%	0%	-	-	-	*	0%	-	0%	9%	4%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	-
Not Tested	2%	3%	2%	*	0%	3%	-	-	-	*	0%	-	3%	0%	0%	-
Absent	1%	2%	2%	*	0%	3%	-	-	-	*	0%	-	3%	0%	0%	-
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	-
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	83%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	98%	98%	100%	98%	*	*	-	100%	94%	100%	100%	96%	97%	100%
Included in Accountability	83%	89%	93%	90%	99%	92%	*	*	-	100%	94%	67%	96%	87%	91%	95%
Not Included in Accountability: Mobile	3%	5%	5%	8%	0%	6%	*	*	-	0%	0%	33%	3%	9%	6%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	5%
Not Tested	12%	6%	2%	2%	0%	2%	*	*	-	0%	6%	0%	0%	4%	3%	0%
Absent	2%	1%	1%	2%	0%	2%	*	*	-	0%	6%	0%	0%	4%	2%	0%
Other	10%	5%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	89%	95%	98%	100%	100%	98%	*	*	-	*	100%	*	99%	97%	97%	100%
Included in Accountability	83%	89%	93%	95%	96%	92%	*	*	-	*	100%	*	95%	89%	90%	86%
Not Included in Accountability: Mobile	3%	5%	5%	5%	0%	6%	*	*	-	*	0%	*	3%	8%	5%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	4%	0%	*	*	-	*	0%	*	1%	0%	1%	14%
Not Tested	11%	5%	2%	0%	0%	2%	*	*	-	*	0%	*	1%	3%	3%	0%
Absent	2%	1%	1%	0%	0%	1%	*	*	-	*	0%	*	0%	3%	2%	0%
Other	10%	5%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	1%	0%
<b>Mathematics</b>																
Assessment Participant	88%	94%	98%	94%	100%	98%	*	*	-	*	91%	*	100%	95%	97%	100%
Included in Accountability	84%	89%	93%	88%	100%	92%	*	*	-	*	91%	*	96%	86%	91%	100%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	5%	6%	0%	7%	*	*	-	*	0%	*	4%	8%	7%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	12%	6%	2%	6%	0%	2%	*	*	-	*	9%	*	0%	5%	3%	0%
Absent	2%	1%	2%	6%	0%	2%	*	*	-	*	9%	*	0%	5%	3%	0%
Other	10%	5%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	87%	94%	99%	100%	100%	98%	-	-	-	*	83%	*	100%	97%	100%	*
Included in Accountability	84%	89%	91%	83%	100%	90%	-	-	-	*	83%	*	95%	84%	90%	*
Not Included in Accountability: Mobile	3%	5%	8%	17%	0%	8%	-	-	-	*	0%	*	5%	13%	10%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	13%	6%	1%	0%	0%	2%	-	-	-	*	17%	*	0%	3%	0%	*
Absent	2%	1%	1%	0%	0%	2%	-	-	-	*	17%	*	0%	3%	0%	*
Other	10%	5%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	87%	94%	98%	*	100%	97%	-	-	-	-	*	-	100%	93%	95%	*
Included in Accountability	84%	89%	93%	*	100%	95%	-	-	-	-	*	-	97%	86%	89%	*
Not Included in Accountability: Mobile	3%	5%	4%	*	0%	3%	-	-	-	-	*	-	3%	7%	5%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Not Tested	13%	6%	2%	*	0%	3%	-	-	-	-	*	-	0%	7%	5%	*
Absent	3%	1%	2%	*	0%	3%	-	-	-	-	*	-	0%	7%	5%	*
Other	10%	5%	0%	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*

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

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	95.1%	<b>95.8%</b>	96.4%	96.6%	95.6%	*	*	-	95.4%	94.4%	94.6%	95.5%
2019-20	98.3%	98.6%	<b>99.0%</b>	99.3%	98.2%	99.1%	*	*	-	*	98.5%	98.7%	*
<b>Chronic Absenteeism</b>													
2020-21	15.0%	14.4%	<b>10.7%</b>	4.2%	13.9%	10.7%	*	*	-	18.2%	18.9%	17.9%	28.6%
2019-20	6.7%	5.4%	<b>3.9%</b>	0.0%	11.1%	3.2%	*	*	-	0.0%	9.7%	4.9%	42.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
2019-20	0.5%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	1.6%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	91.8%	<b>95.8%</b>	*	*	94.4%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.3%	0.4%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	3.9%	3.5%	<b>4.2%</b>	*	*	5.6%	-	-	-	*	*	0.0%	-
Dropped Out	5.8%	4.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	90.3%	92.2%	<b>95.8%</b>	*	*	94.4%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	95.7%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
<b>Class of 2020</b>													
Graduated	90.3%	92.5%	<b>97.0%</b>	*	100.0%	95.8%	-	*	-	-	*	100.0%	-
Received TxCHSE	0.4%	0.3%	<b>3.0%</b>	*	0.0%	4.2%	-	*	-	-	*	0.0%	-
Continued HS	3.9%	3.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	5.4%	3.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	90.7%	92.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	95.2%	<b>97.0%</b>	*	100.0%	95.8%	-	*	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.4%	<b>3.0%</b>	*	0.0%	4.2%	-	*	-	-	*	0.0%	-
Continued HS	1.1%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.2%	3.7%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	95.7%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	*	100.0%	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.3%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
<b>Class of 2019</b>													
Graduated	92.0%	94.6%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.5%	0.5%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.3%	0.8%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.1%	4.1%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.6%	95.1%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	95.9%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.1%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.6%	0.6%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.2%	4.1%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	95.7%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
<b>Class of 2018</b>													
Graduated	92.6%	95.8%	<b>95.8%</b>	*	*	94.4%	-	*	-	*	100.0%	88.9%	-
Received TxCHSE	0.7%	0.5%	<b>4.2%</b>	*	*	5.6%	-	*	-	*	0.0%	11.1%	-
Continued HS	0.6%	0.1%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Dropped Out	6.1%	3.6%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Graduates and TxCHSE	93.3%	96.3%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.4%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	100.0%	100.0%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	91.8%	<b>95.8%</b>	*	*	94.4%	-	-	-	*	*	100.0%	-
Class of 2020	90.3%	92.5%	<b>97.0%</b>	*	100.0%	95.8%	-	*	-	-	*	100.0%	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	5.1%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Class of 2020	4.3%	5.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	82.1%	<b>73.9%</b>	*	*	64.7%	-	-	-	*	*	42.9%	-
Class of 2020	83.5%	84.0%	<b>75.0%</b>	*	60.0%	78.3%	-	*	-	-	*	70.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	87.2%	<b>73.9%</b>	*	*	64.7%	-	-	-	*	*	42.9%	-
Class of 2020	87.8%	89.3%	<b>75.0%</b>	*	60.0%	78.3%	-	*	-	-	*	70.0%	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	4.4%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	4.4%	6.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	80.8%	<b>73.9%</b>	*	*	64.7%	-	-	-	*	*	42.9%	-
2019-20	81.8%	82.0%	<b>70.6%</b>	*	60.0%	72.0%	-	*	-	-	0.0%	63.6%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	85.2%	<b>73.9%</b>	*	*	64.7%	-	-	-	*	*	42.9%	-
2019-20	85.8%	87.9%	<b>70.6%</b>	*	60.0%	72.0%	-	*	-	-	0.0%	63.6%	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	23	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	1	4.3%	44,018	12.3%
Hispanic	2	8.7%	183,306	51.1%
White	17	73.9%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	3	13.0%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	6	26.1%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	17	73.9%	287,316	80.1%
Special Education Graduates	3	13.0%	31,028	8.6%
Economically Disadvantaged Graduates	7	30.4%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	32,809	9.1%
At-Risk Graduates	3	13.0%	155,884	43.4%
CTE Completers	1	4.3%	99,076	27.6%

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	63.9%	<b>91.3%</b>	*	*	94.1%	-	-	-	*	*	85.7%	-
2019-20	63.0%	59.5%	<b>67.6%</b>	*	60.0%	72.0%	-	*	-	-	100.0%	72.7%	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	46.5%	<b>65.2%</b>	*	*	70.6%	-	-	-	*	*	14.3%	-
2019-20	53.4%	47.6%	<b>55.9%</b>	*	60.0%	60.0%	-	*	-	-	20.0%	63.6%	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	51.4%	<b>69.6%</b>	*	*	64.7%	-	-	-	*	*	42.9%	-
2019-20	59.7%	51.9%	<b>58.8%</b>	*	60.0%	64.0%	-	*	-	-	20.0%	63.6%	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	38.2%	<b>65.2%</b>	*	*	64.7%	-	-	-	*	*	14.3%	-
2019-20	47.9%	40.6%	<b>55.9%</b>	*	60.0%	60.0%	-	*	-	-	20.0%	63.6%	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	33.0%	<b>60.9%</b>	*	*	64.7%	-	-	-	*	*	14.3%	-
2019-20	43.2%	34.9%	<b>52.9%</b>	*	60.0%	56.0%	-	*	-	-	20.0%	63.6%	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	8.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	21.1%	7.6%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	1.9%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	2.1%	2.1%	<b>2.9%</b>	*	0.0%	4.0%	-	*	-	-	0.0%	0.0%	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	30.7%	<b>52.2%</b>	*	*	58.8%	-	-	-	*	*	0.0%	-
2019-20	24.6%	31.0%	<b>47.1%</b>	*	40.0%	52.0%	-	*	-	-	0.0%	45.5%	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	1.4%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	4.0%	1.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	31.6%	<b>43.5%</b>	*	*	41.2%	-	-	-	*	*	85.7%	-
2019-20	18.7%	20.6%	<b>14.7%</b>	*	20.0%	12.0%	-	*	-	-	100.0%	18.2%	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	<b>43.5%</b>	*	*	41.2%	-	-	-	*	*	85.7%	-
2019-20	13.2%	14.6%	<b>2.9%</b>	*	0.0%	4.0%	-	*	-	-	20.0%	0.0%	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.5%	<b>4.3%</b>	*	*	5.9%	-	-	-	*	*	0.0%	-
2019-20	0.7%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	3.0%	<b>4.3%</b>	*	*	5.9%	-	-	-	*	*	14.3%	-
2019-20	2.4%	3.0%	<b>14.7%</b>	*	20.0%	12.0%	-	*	-	-	100.0%	18.2%	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	5.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	3.7%	4.6%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	31.5%	<b>65.2%</b>	*	*	64.7%	-	-	-	*	*	28.6%	-
	2019-20	30.1%	35.2%	<b>58.8%</b>	*	60.0%	64.0%	-	*	-	-	20.0%	63.6%	-
Mathematics	2020-21	19.4%	20.7%	<b>60.9%</b>	*	*	58.8%	-	-	-	*	*	14.3%	-
	2019-20	21.2%	23.3%	<b>55.9%</b>	*	60.0%	60.0%	-	*	-	-	20.0%	63.6%	-
Both Subjects	2020-21	14.4%	15.9%	<b>56.5%</b>	*	*	58.8%	-	-	-	*	*	14.3%	-
	2019-20	16.4%	17.6%	<b>52.9%</b>	*	60.0%	56.0%	-	*	-	-	20.0%	63.6%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	11.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	7.3%	6.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
Mathematics	2020-21	10.3%	11.7%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	9.7%	10.5%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
Both Subjects	2020-21	4.9%	5.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	4.2%	4.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	10.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	22.0%	9.2%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
English Language Arts	2021	12.1%	5.6%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.7%	5.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2021	6.1%	2.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	6.4%	1.9%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Science	2021	8.7%	3.7%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	9.4%	3.2%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2021	11.6%	4.3%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.4%	4.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	41.9%	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	48.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	39.1%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	47.9%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	48.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	44.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	44.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	49.0%	<b>87.0%</b>	*	*	94.1%	-	-	-	*	*	57.1%	-
	2019-20	76.7%	54.8%	<b>73.5%</b>	*	80.0%	72.0%	-	*	-	-	20.0%	72.7%	-
At/Above Criterion for All Examinees	2020-21	32.9%	27.6%	<b>15.0%</b>	*	*	18.8%	-	-	-	*	*	*	-
	2019-20	35.7%	29.8%	<b>32.0%</b>	*	*	44.4%	-	*	-	-	*	12.5%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	993	<b>1007</b>	*	-	995	-	-	-	*	*	*	-
	2019-20	1019	1019	<b>1020</b>	960	943	1052	-	870	-	-	1030	1023	-
English Language Arts and Writing	2020-21	504	503	<b>520</b>	*	-	509	-	-	-	*	*	*	-
	2019-20	513	516	<b>512</b>	500	478	527	-	410	-	-	580	504	-
Mathematics	2020-21	498	491	<b>487</b>	*	-	486	-	-	-	*	*	*	-
	2019-20	506	503	<b>508</b>	460	465	525	-	460	-	-	450	519	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	19.5	<b>18.8</b>	*	*	18.5	-	-	-	*	*	*	-
	2019-20	20.2	19.5	<b>18.8</b>	-	-	18.8	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	19.2	<b>18.8</b>	*	*	18.4	-	-	-	*	*	*	-
	2019-20	19.9	19.2	<b>17.6</b>	-	-	17.6	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	19.2	<b>17.7</b>	*	*	17.7	-	-	-	*	*	*	-
	2019-20	20.1	19.2	<b>19.5</b>	-	-	19.5	-	-	-	-	-	-	-
Science	2020-21	20.3	19.9	<b>18.9</b>	*	*	18.5	-	-	-	*	*	*	-
	2019-20	20.5	19.9	<b>20.8</b>	-	-	20.8	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	37.4%	<b>54.4%</b>	40.0%	66.7%	52.8%	-	-	-	*	30.8%	40.6%	*
	2019-20	46.3%	40.1%	<b>46.1%</b>	42.9%	33.3%	48.3%	-	*	-	*	23.1%	25.0%	*
English Language Arts	2020-21	16.3%	14.2%	<b>24.3%</b>	*	28.6%	23.0%	-	-	-	*	0.0%	14.8%	*
	2019-20	18.2%	15.2%	<b>21.2%</b>	33.3%	14.3%	21.1%	-	-	-	*	0.0%	12.2%	*
Mathematics	2020-21	19.3%	17.7%	<b>26.7%</b>	20.0%	33.3%	23.5%	-	-	-	*	33.3%	27.6%	*
	2019-20	20.7%	18.8%	<b>20.2%</b>	16.7%	23.1%	19.5%	-	*	-	*	12.5%	20.0%	*
Science	2020-21	20.6%	21.3%	<b>25.0%</b>	*	22.2%	23.5%	-	-	-	*	9.1%	15.4%	*
	2019-20	22.4%	21.9%	<b>26.4%</b>	33.3%	26.7%	26.7%	-	-	-	*	20.0%	19.0%	*
Social Studies	2020-21	22.8%	14.1%	<b>31.5%</b>	20.0%	11.1%	36.1%	-	-	-	*	0.0%	9.7%	*
	2019-20	24.6%	14.7%	<b>24.8%</b>	14.3%	13.3%	27.7%	-	*	-	*	0.0%	11.4%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	58.5%	73.4%	<b>55.9%</b>	*	40.0%	68.0%	-	*	-	-	40.0%	36.4%	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	45.6%	<b>52.9%</b>	*	80.0%	52.0%	-	*	-	-	20.0%	63.6%	-
	2018-19	52.6%	49.1%	<b>63.6%</b>	*	*	58.8%	-	-	-	*	*	37.5%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	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 ISD (001906) - ANDERSON COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	342	100.0%	5,402,928	100.0%	343	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	14,290	0.3%	0	0.0%	21,375	0.4%
Pre-Kindergarten	14	4.1%	222,767	4.1%	14	4.1%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	14	4.1%	188,798	3.5%	14	4.1%	189,474	3.5%
Kindergarten	21	6.1%	370,054	6.8%	21	6.1%	371,502	6.8%
Grade 1	35	10.2%	384,494	7.1%	36	10.5%	386,232	7.1%
Grade 2	24	7.0%	382,008	7.1%	24	7.0%	383,838	7.1%
Grade 3	24	7.0%	383,078	7.1%	24	7.0%	384,872	7.1%
Grade 4	25	7.3%	383,959	7.1%	25	7.3%	386,011	7.1%
Grade 5	26	7.6%	387,945	7.2%	26	7.6%	389,971	7.2%
Grade 6	26	7.6%	398,640	7.4%	26	7.6%	400,447	7.4%
Grade 7	21	6.1%	418,486	7.7%	21	6.1%	418,788	7.7%
Grade 8	22	6.4%	424,287	7.9%	22	6.4%	424,544	7.8%
Grade 9	31	9.1%	475,437	8.8%	31	9.0%	475,746	8.8%
Grade 10	21	6.1%	408,393	7.6%	21	6.1%	408,700	7.5%
Grade 11	29	8.5%	389,034	7.2%	29	8.5%	389,454	7.2%
Grade 12	23	6.7%	360,056	6.7%	23	6.7%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	28	8.2%	690,999	12.8%	28	8.2%	694,302	12.8%
Hispanic	46	13.5%	2,850,147	52.8%	46	13.4%	2,860,754	52.7%
White	257	75.1%	1,420,166	26.3%	258	75.2%	1,427,241	26.3%
American Indian	1	0.3%	17,944	0.3%	1	0.3%	18,028	0.3%
Asian	1	0.3%	259,342	4.8%	1	0.3%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	9	2.6%	155,887	2.9%	9	2.6%	156,780	2.9%
<b>Sex:</b>								
Female	166	48.5%	2,640,313	48.9%	167	48.7%	2,650,563	48.8%
Male	176	51.5%	2,762,615	51.1%	176	51.3%	2,776,807	51.2%
Economically Disadvantaged	185	54.1%	3,278,452	60.7%	185	53.9%	3,289,420	60.6%
Non-Educationally Disadvantaged	157	45.9%	2,124,476	39.3%	158	46.1%	2,137,950	39.4%
Section 504 Students	31	9.1%	400,729	7.4%	31	9.0%	401,648	7.4%
EB Students/EL	7	2.0%	1,171,661	21.7%	7	2.0%	1,175,333	21.7%



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	1	0.3%	34,054	0.6%				
Students w/ Dyslexia	9	2.6%	270,260	5.0%	9	2.6%	270,966	5.0%
Foster Care	2	0.6%	15,338	0.3%	2	0.6%	15,409	0.3%
Homeless	6	1.8%	61,433	1.1%	6	1.7%	61,687	1.1%
Immigrant	0	0.0%	108,510	2.0%	0	0.0%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	342	100.0%	3,473,996	64.3%	343	100.0%	3,487,333	64.3%
Military Connected	52	15.2%	176,253	3.3%	52	15.2%	176,554	3.3%
At-Risk	132	38.6%	2,892,191	53.5%	132	38.5%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	7	2.0%	1,182,035	21.9%	7	2.0%	1,185,511	21.8%
Gifted and Talented Education	19	5.6%	434,269	8.0%	19	5.5%	435,356	8.0%
Special Education	36	10.5%	624,256	11.6%	37	10.8%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	36		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	23	63.9%	268,673	43.0%				
Students with Physical Disabilities	**	**	129,679	20.8%				
Students with Autism	*	*	91,742	14.7%				
Students with Behavioral Disabilities	**	**	125,096	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	49	15.9%	705,063	13.6%				
By Ethnicity:								
African American	5	1.6%	131,970	2.5%				
Hispanic	3	1.0%	342,504	6.6%				
White	39	12.7%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	2	0.6%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	13.5%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	26	17.3%	467,226	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	42	14.5%	772,746	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
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%	10.5%	0.0%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	0	0.0%	8,781	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
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
<b>Secondary:</b>		
English/Language Arts	8.9	16.3
Foreign Languages	1.5	18.4
Mathematics	10.1	17.5
Science	11.6	18.5
Social Studies	10.1	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	60.1	100.0%	749,473.4	100.0%
Professional Staff:	36.1	60.1%	480,632.3	64.1%
Teachers	30.2	50.3%	369,695.8	49.3%
Professional Support	1.0	1.7%	80,190.4	10.7%
Campus Administration (School Leadership)	3.0	5.0%	22,091.4	2.9%
Central Administration	1.9	3.1%	8,654.8	1.2%
Educational Aides:	8.2	13.7%	82,972.4	11.1%
Auxiliary Staff:	15.8	26.2%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	1.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	9.8	16.3%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	2.0	6.5%	41,286.1	11.2%
Hispanic	0.0	0.0%	106,866.5	28.9%
White	28.3	93.5%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
<b>Teachers by Sex:</b>				
Males	7.1	23.6%	89,015.4	24.1%
Females	23.1	76.4%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	27.3	90.4%	268,560.2	72.6%
Masters	2.9	9.6%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	29,215.8	7.9%
1-5 Years Experience	2.9	9.7%	98,764.8	26.7%
6-10 Years Experience	8.7	28.7%	76,197.2	20.6%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
11-20 Years Experience	9.0	29.8%	105,811.4	28.6%
21-30 Years Experience	7.7	25.5%	48,804.6	13.2%
Over 30 Years Experience	1.9	6.4%	10,902.0	2.9%
Number of Students per Teacher	11.3	n/a	14.6	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	16.0	6.3
Average Years Experience of Principals with District	15.0	5.4
Average Years Experience of Assistant Principals	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	14.8	11.1
Average Years Experience of Teachers with District:	7.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	-	\$51,054
1-5 Years Experience	\$48,836	\$54,577
6-10 Years Experience	\$46,205	\$57,746
11-20 Years Experience	\$59,396	\$61,377
21-30 Years Experience	\$61,848	\$65,949
Over 30 Years Experience	\$61,414	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$55,346	\$58,887
Professional Support	\$77,642	\$69,505
Campus Administration (School Leadership)	\$81,593	\$84,990
Central Administration	\$85,537	\$112,797
Instructional Staff Percent:	60.7%	64.9%
Turnover Rate for Teachers:	18.3%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**NECHES ISD (001906) - ANDERSON COUNTY**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	3.3	10.8%	19,365.5	5.2%
Compensatory Education	3.6	12.0%	11,037.2	3.0%
Gifted and Talented Education	0.5	1.7%	6,465.0	1.7%
Regular Education	21.2	70.0%	261,685.1	70.8%
Special Education	1.7	5.5%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

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

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