

Neches ISD 2019-2020

District Improvement Plan

2019-2020 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Snider, Randy	Superintendent	Neches ISD	
Cook, Trent	High School Principal	Neches High School	8-2020
Snider, Kimberlyn	Elementary Principal	Neches Elementary	8-2020
Hudson, Sha-Ree	Counselor	Neches ISD	8-2020
Seymour, Rick	Technology Director	Neches ISD	8-2020
Braaton, Kristi	Nurse	Neches ISD	8-2020
Miller, Jamie	Life Skills Teacher	Neches ISD	8-2020
Batchelor, Lindsey	Teacher	Neches High School	8-2020
Roberson, Morgan	Teacher	Neches High School	8-2020
Kaudelka, Christy	Teacher	Neches High School	8-2020
Docteur, Stephanie	Teacher	Neches High School	8-2020
Campbell, Kay	Special Education Teacher	Neches High School	8-2020
Brown, Patty	Teacher	Neches Elementary	8-2020
Dickson, Becky	Teacher	Neches Elementary	8-2020
Lackey, Cheryl	Junior High Teacher	Neches Elementary	8-2020
Jackson, Brent	Junior High Teacher	Neches Elementary	8-2020
Radford, Ashley	Special Education Teacher	Neches Elementary	8-2020
Phillips, Shelbye	Teacher	Neches Elementary	8-2020
Owens, Kim	Teacher	Neches Elementary	8-2020
Barrett, Roslyn	Special Education Aide	Neches Elementary	8-2020
Rives, Cindy	Special Education Aide	Neches Elementary	8-2020
Cleveland, Jeri	Parent	Neches High School	8-2020
Willmott, Shayla	Parent	Neches Elementary	8-2020
Lovelady, Michelle	Parent	Neches ISD	8-2020

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Brown, Van	Community Representative	Neches ISD	8-2020
Couch, Bill	Business Representative	Neches ISD	8-2020

Names of People Responsible For Implementation

Name	Title	Campus / District
Snider, Randy	Superintendent	Neches ISD
Cook, Trent	High School Principal	Neches High School
Snider, Kimberlyn	Elementary Principal	Neches Elementary
Hudson, Sha-Ree	Counselor	Neches ISD
Snider, Kimberlyn	Homeless Liaison	Neches ISD
Seymour, Rick	Technology Director	Neches ISD
Braaton, Kristi	School Nurse	Neches ISD
Dickson, Kristen	Prekindergarten Teacher	Neches Elementary
Axum, Julie	Prekindergarten Teacher	Neches Elementary
Sparks, Jennifer	Pull-Out Teacher	Neches Elementary
Miller, Jamie	Content Mastery Teacher	Neches Elementary
Snider, Joyce	Instructional Aide	Neches Elementary
Radford, Ashley	Special Education Teacher	Neches Elementary
Helms, Sara	ELA Teacher	Neches High School
Docteur, Stephanie	Math Teacher	Neches High School
Roberson, Morgan	Math Teacher	Neches High School
Emerine, Shain	Science Teacher	Neches High School
Campbell, Kay	Special Education Teacher	Neches High School
Romas, Gracie	Instructional Aide	Neches High School

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2014	2015	2016	2017	2019	2020	2021	2022
All Students	87.00	81.00	71.00	79.00	68.00	78.67	89.33	100.00
Economically Disadvantaged	82.00	74.00	63.00	0.00	67.00	78.00	89.00	100.00
Hispanic	0.00	0.00	0.00	0.00	64.00	76.00	88.00	100.00
Special Education	0.00	0.00	0.00	0.00	20.00	46.67	73.33	100.00
White	89.00	87.00	75.00	86.00	74.00	82.67	91.33	100.00

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

STAAR Science

100%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	97.00	80.00	83.00	89.00	91.00	86.00	90.67	95.33	100.00
Economically Disadvantaged	94.00	71.00	74.00	83.00	90.00	80.00	86.67	93.33	100.00
Hispanic	89.00	88.00	89.00	0.00	0.00	67.00	78.00	89.00	100.00
Special Education	100.00	57.00	38.00	0.00	0.00	67.00	78.00	89.00	100.00
White	98.00	80.00	86.00	93.00	96.00	89.00	92.67	96.33	100.00

Grade: **3rd-12th**

All Subjects

100%

District Improvement Plan
Neches ISD 2019-2020

STAAR

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	89.00	78.00	79.00	83.00	86.00	86.00	90.67	95.33	100.00
African American	83.00	50.00	53.00	68.00	66.00	77.00	84.67	92.33	100.00
Economically Disadvantaged	84.00	67.00	68.00	77.00	81.00	82.00	88.00	94.00	100.00
ELL	0.00	0.00	0.00	56.00	0.00	0.00	70.67	85.33	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	72.00	81.33	90.67	100.00
Hispanic	80.00	75.00	72.00	71.00	78.00	77.00	84.67	92.33	100.00
Special Education	89.00	44.00	31.00	53.00	62.00	58.00	72.00	86.00	100.00
Two or More Races	85.00	56.00	56.00	86.00	0.00	76.00	84.00	92.00	100.00
White	90.00	81.00	82.00	86.00	88.00	90.00	93.33	96.67	100.00

Grade:3rd-12th

STAAR Mathematics

100%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	89.00	74.00	86.00	93.00	91.00	92.00	94.67	97.33	100.00
African American	71.00	41.00	63.00	0.00	0.00	82.00	88.00	94.00	100.00
Economically Disadvantaged	84.00	60.00	80.00	94.00	87.00	89.00	92.67	96.33	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	86.00	90.67	95.33	100.00
Hispanic	86.00	74.00	86.00	96.00	78.00	87.00	91.33	95.67	100.00
Special Education	93.00	42.00	38.00	0.00	0.00	79.00	86.00	93.00	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	60.00	73.33	86.67	100.00
White	91.00	78.00	88.00	94.00	95.00	95.00	96.67	98.33	100.00

STAAR

Grade:**3rd-12th**

STAAR Reading

100%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	88.00	78.00	74.00	75.00	85.00	87.00	91.33	95.67	100.00
African American	94.00	55.00	48.00	0.00	0.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	83.00	68.00	57.00	65.00	79.00	80.00	86.67	93.33	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	71.00	80.67	90.33	100.00
Hispanic	73.00	70.00	65.00	54.00	0.00	76.00	84.00	92.00	100.00
Special Education	91.00	46.00	26.00	0.00	0.00	53.00	68.67	84.33	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	86.00	90.67	95.33	100.00
White	90.00	82.00	79.00	80.00	88.00	90.00	93.33	96.67	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	79.00	83.00	72.00	69.00	80.00	83.00	88.67	94.33	100.00
African American	0.00	0.00	0.00	0.00	0.00	80.00	86.67	93.33	100.00
Economically Disadvantaged	71.00	68.00	64.00	0.00	0.00	83.00	88.67	94.33	100.00
Hispanic	0.00	0.00	60.00	0.00	0.00	75.00	83.33	91.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	40.00	60.00	80.00	100.00
White	83.00	86.00	77.00	70.00	83.00	84.00	89.33	94.67	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:

352

2019 State Accountability Rating:

Overall Accountability Rating: A

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

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 April 16, 2019.

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
- * Truancy Plan
- * 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
- * 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

d. Priorities:

- * Utilize supplemental reading intervention programs
- * Provide additional supplemental assistance in core subject areas

e. Actions:

- * Utilize Accelerated Reader Program
- * Continue Read Right
- * Provide STAAR Tutorials/Enrichment
- * Provide Reading and Math Pullouts

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 Middle School, and Middle School to High School
- * SHAC meetings
- * Threat Assessment Team

c. Summary of Needs:

- * Additional remediation for at-risk students in core areas
- * Continue to provide ongoing principles and effective practices for school safety and security
- * Evaluate School Messenger usage
- * Improve communication methods and student safety

d. Priorities:

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

e. Actions:

- * Teacher collaboration to talk about at-risk students and best practice strategies
- * Money allocation for tutorial program, 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
- * Install bullet-resistant glass and security systems and purchase two-way radio systems

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

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

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

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

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:

- * Monthly District Parent Meetings with academic topic
- * Academic Nights
- * Little Dribblers basketball games
- * Weekly and Monthly newsletters
- * Monthly safety and health committee (SHAC) meetings
- * Districtwide Health Fair
- * Grade Speed/Parent Portal

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 updated website
- * School Messenger
- * Parent Portal
- * Chromebooks for all 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

d. Priorities:

- * Training on programs and data sources (e.g., DMAC)
- * Online messenger
- * Website training

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

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
- * 2 classrooms per grade level for K - 5
- * 1 Special Education classroom
- * 8 classrooms per grade level for 6 - 8
- * 12 classrooms for grades 9 - 12
- * 2 Resource classrooms
- * 3 Portable Buildings at Elementary
 - * Technology/Art/Music and PK
 - * Computer Lab
 - * Special Education Co-Op Building

Federal Requirements - Schoolwide Program

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

In accordance with the revised (07/31/18) 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 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. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. 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.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - 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 outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Elements

Neches ISD conducts a Title I Schoolwide Program on all 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 April 16, 2019.

- Goal #2: District Performance Objectives Strategy
- Goal #2: Foundation Program
- 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 April 29, 2019. The Plan was reviewed by the following: Randy Snider, Superintendent; Kimberlyn Snider and Trent Cook, Principals; Sha-Ree Hudson, Counselor; Kristi Braaton, Nurse; and Tina Bolton, Business Manager. The DIP is available at the campus office, on the website, and in the Student Handbook. The DIP is distributed in English and Spanish.

- Goal #2: Foundation Program
- 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 #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/ reviewed by the following: Randy Snider, Superintendent; Kimberlyn Snider and Trent Cook, Principals; Leigh Blackmon and Shayla Willmott, Parents; and Lee Riden. The Policy is available at the campus office, on the website, and in the Student Handbook. The Policy is distributed in English and Spanish upon request. Parent and Family Engagement Meetings are held during the week at various morning and evening times.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Needs Assessment Summary

Neches ISD received a State Accountability Rating of A from TEA in 2019. The 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.

Student Strengths and Needs:

Reading/ELA: 87% of All Students met or exceeded the Approaches Grade Level standard in Reading/ELA. Percentages for other subgroups ranged from 90% for White students to 53% for Special Education students.

Math: 92% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 95% for White students to 60% for students of Two or More Races.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 68% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other subgroups ranged from 74% for White students to 20% for Special Education students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science test. 86% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 89% for White students to 67% for Hispanic and Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies test. 83% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Percentages for other subgroups ranged from 84% for White students to 40% for Special Education students

Interventions:

Neches ISD has several programs in place to address the identified needs of its students. 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
- * Tutorials after school for grades K - 12
- * Reading and Math Pullout Program for grades K - 8
- * Content Mastery for grades 6 - 8
- * At-Risk Instructional Services for grades 9 - 12
- * Individualized Instruction for grades K - 12

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Attendance:

Attendance rates at Neches ISD slightly decreased from 96.1% in 2016-2017 to 95.9% in 2017-2018. The staff has several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate remained at 0% for grades 7 - 8 in 2017-2018 and increased from 0% in 2016-2017 to 0.9% in 2017-2018 for grades 9 - 12. Several programs including parental involvement activities and counseling programs are in place to maintain a low dropout rate for all students and all student groups.

Neches ISD
2018-2019 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 2018-2019 school year:

- 1) **A Prekindergarten Program for eligible students.**
- 2) **A Tutorial Program was provided for students in Kindergarten through twelfth grade.**
- 3) **A Reading and Math Pullout Program was provided for students in Kindergarten through eighth grade.**
- 4) **A Content Mastery Program was provided for students in sixth through eighth grade.**
- 5) **Individualized Instruction was provided for students in Kindergarten through eighth grade.**
- 6) **At-Risk Instructional Services were provided for students in ninth through twelfth grade.**
- 7) **A Discipline Alternative Education Program (DAEP) was available for students in first through twelfth grade.**

Neches Elementary

The Elementary programs produced the following results:

- 1) as measured by promotion to the next grade:
 - **Prekindergarten Program:**
 - No At-Risk participants in Prekindergarten
 - **Tutorial Program and Reading and Math Pullout Program:**
 - **90%** for At-Risk participants in Kindergarten
 - **100%** for At-Risk participants in first and second grade
 - **Individualized Instruction:**
 - **100%** for At-Risk participants in Kindergarten, first, and second grade

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

2) as measured by achieving passing scores on the STAAR tests:

- **Tutorial Program and Reading and Math Pullout Program:**

- Reading

- **50%** for third grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 95% passing rate for Not At-Risk students.
- **100%** for fourth grade At-Risk participants. This exceeds the 83% passing rate for all At-Risk students and the 84% passing rate for Not At-Risk students.
- **100%** for fifth grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and exceeds the 94% passing rate for Not At-Risk students.
- **0%** for sixth grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 96% passing rate for Not At-Risk students.
- **29%** for seventh grade At-Risk participants. This is less than the 43% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.
- **100%** for eighth grade At-Risk participants. This exceeds the 67% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

- Math

- **75%** for third grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 81% passing rate for Not At-Risk students.
- **100%** for fourth grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and exceeds the 89% passing rate for Not At-Risk students.
- **100%** for fifth grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and exceeds the 94% passing rate for Not At-Risk students.
- **100%** for sixth grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this matches 100% passing rate for Not At-Risk students.
- **71%** for seventh grade At-Risk participants. This matches the 71% passing rate for all At-Risk students, but is less than the 89% passing rate for Not At-Risk students.
- **89%** for eighth grade At-Risk participants. This is less than the 100% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

Writing

- **43%** for fourth grade At-Risk participants. This is less than the 50% passing rate for all At-Risk students and the 74% passing rate for Not At-Risk students.
- **29%** for seventh grade At-Risk participants. This matches the 29% passing rate for all At-Risk students, but is less than the 84% passing rate for Not At-Risk students.

Science

- **57%** for fifth grade At-Risk participants. This exceeds the 43% passing rate for all At-Risk students, but is less than the 76% passing rate for Not At-Risk students.
- **78%** for eighth grade At-Risk participants. This is less than the 89% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Social Studies

- **44%** for eighth grade At-Risk participants. This matches the 44% passing rate for all At-Risk students, but is less than the 77% passing rate for Not At-Risk students.

- **Content Mastery Program:**

Reading

- **0%** for sixth grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 96% passing rate for Not At-Risk students.
- **29%** for seventh grade At-Risk participants. This is less than the 43% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.
- **100%** for eighth grade At-Risk participants. This exceeds the 67% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

Math

- **100%** for sixth grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this matches 100% passing rate for Not At-Risk students.
- **71%** for seventh grade At-Risk participants. This matches the 71% passing rate for all At-Risk students, but is less than the 89% passing rate for Not At-Risk students.
- **89%** for eighth grade At-Risk participants. This is less than the 100% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Writing

- **29%** for seventh grade At-Risk participants. This matches the 29% passing rate for all At-Risk students, but is less than the 84% passing rate for Not At-Risk students.

Science

- **78%** for eighth grade At-Risk participants. This is less than the 89% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Social Studies

- **44%** for eighth grade At-Risk participants. This matches the 44% passing rate for all At-Risk students, but is less than the 77% passing rate for Not At-Risk students.

- **Individualized Instructional Services:**

Reading

- **50%** for third grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than 95% passing rate for Not At-Risk students.
- No fourth grade At-Risk participants.
- No fifth grade At-Risk participants.
- No sixth grade At-Risk participants.
- **25%** for seventh grade At-Risk participants. This is less than the 43% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

- **83%** for eighth grade At-Risk participants. This exceeds the 67% passing rate for all At-Risk students, but is less than the 95% passing rate for Not At-Risk students.

Math

- **50%** for third grade At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 81% passing rate for Not At-Risk students.
- No fourth grade At-Risk participants.
- **100%** for fifth grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and exceeds the 94% passing rate for Not At-Risk students.
- No sixth grade At-Risk participants.
- **75%** for seventh grade At-Risk participants. This exceeds the 71% passing rate for all At-Risk students, but is less than the 89% Not At-Risk students.
- **83%** for eighth grade At-Risk participants. This is less than the 100% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Writing

- **50%** for fourth grade At-Risk participants. This matches the 50% passing rate for all At-Risk students, but is less than the 74% passing rate for Not At-Risk students.
- **20%** for seventh grade At-Risk participants. This is less than the 29% passing rate for all At-Risk students and the 84% passing rate for Not At-Risk students.

Science

- No fifth grade At-Risk participants.
- **100%** for eighth grade At-Risk participants. This exceeds the 89% passing rate for all At-Risk students and the 95% passing rate for Not At-Risk students.

Social Studies

- **43%** for eighth grade At-Risk participants. This is less than the 44% passing rate for all At-Risk students and the 77% passing rate for Not At-Risk students.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

Neches High School

The High School programs produced the following results:

1) as measured by achieving passing scores on the STAAR EOC exams:

- **Tutorial Program:**

- English I

- **42%** for At-Risk participants. This matches the 42% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

- English II

- **50%** for At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 100% passing rate for Not At-Risk students.

- Algebra I

- **80%** for At-Risk participants. This exceeds the 78% passing rate for all At-Risk students, but is less than the 95% passing rate for Not At-Risk students.

- Biology

- **78%** for At-Risk participants. This matches the 78% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

- U.S. History

- **100%** for At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this matches the 100% passing rate for Not At-Risk students.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

- **At-Risk Instructional Services:**

- English I

- **42%** for At-Risk participants. This matches the 42% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

- English II

- **50%** for At-Risk participants. Due to small numbers of students, no data was reported for At-Risk students; however, this is less than the 100% passing rate for Not At-Risk students.

- Algebra I

- **80%** for At-Risk participants. This exceeds the 78% passing rate for all At-Risk students, but is less than the 95% passing rate for Not At-Risk students.

- Biology

- **78%** for At-Risk participants. This matches the 78% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

2) as measured by an increased high school completion rate:

- **Tutorial Program:**

- **86%** for At-Risk participants in twelfth grade.

- **At-Risk Instructional Services:**

- **86%** for At-Risk participants in twelfth grade.

3) as measured by on-time credit accrual:

- **At-Risk Instructional Services:**

- **100%** for At-Risk participants in ninth and tenth grade.
 - **67%** for At-Risk participants in eleventh grade.

Neches ISD
2018-2019 State Compensatory Education
Executive Summary of Program Effectiveness

Neches ISD

The **DAEP Program** produced the following results:

- 1) No participants in first through 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 at-risk 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 one-on-one instruction and tutoring, reading and math pull-out, content mastery, and discipline alternatives 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 2019-2020 school year. If modifications do not improve the programs' success rates, they will be discontinued.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [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>

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Neches ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy is reviewed by the Campus Committee Members. The Policy is available at the campus office, on the website, and in the Student</p>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Superintendent - Randy Snider</p>	<p>Local Funds - Time Contributions of Staff, Parents, and Community</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 - 05/20: 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.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Handbook. The Policy is distributed in English and Spanish upon request. Parent and Family Engagement Meetings are held during the week at various morning and evening times.</p> <p>Stakeholders are notified through the Neches ISD Website, marquee postings, Paw Press, 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.</p>						

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - 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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	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 - 05/20: 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 SPFE) [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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Teachers</p>	<p>Documentation :Teacher Records - - 12/19: 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 - - 05/20: 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>

District Improvement Plan
Neches ISD 2019-2020

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [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>
Activity: 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: * Campus level orientations to cover policies and procedures * Open House/Meet the Teacher * Meet the Tiger Night * Bring your parent to lunch day * Bring your grandparent to lunch day * Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, participating in Teacher Appreciation Week activities, and Red Ribbon Week activities * Inviting parents/grandparents to read or speak to classes * Student performances such as Christmas Program, FFA, etc. * Award Assemblies * Veterans Day * Parent Trainings to reinforce the importance of parent involvement	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	Documentation :Parental Involvement Records - - 12/19: Increase in the participation of parents and community members in the educational system of Neches ISD.	Increased student achievement with the support of Neches ISD parents.	Documentation :Parental Involvement Records - - 05/20: Increase in the participation of parents and community members in the educational system of Neches ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - 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"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parental Involvement Records - 05/20: 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.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The district will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the DPDMC and SBDMCs will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Neches ISD DPDMC, the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Neches ISD. Through the activities of the SBDMCs, 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>	8/2019 - 5/2020	Superintendent - Randy Snider	Local Funds - Time Contributions of Staff and Committee Members	Documentation :Agenda Minutes, Sign-in Sheets - 08/19: DPDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.	Increased student achievement with the support of Neches ISD parents.	Documentation :School Records - 02/20: A current DIP has been approved by the Neches ISD Board of Trustees.

District Improvement Plan
Neches ISD 2019-2020

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>Neches ISD reviewed/ revised the DIP on April 29, 2019. The Plan was reviewed by the following: Randy Snider, Superintendent; Kimberlyn Snider and Trent Cook, Principals; Sha-Ree Hudson, Counselor; Kristi Braaton, Nurse; and Tina Bolton, Business Manager. The DIP is available at the campus office, on the website, and in the Student Handbook. The Plan is distributed in English and Spanish.</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>	8/2019 - 5/2020	Superintendent - Randy Snider	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services <div style="text-align: right;">\$1,969.00</div></p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services <div style="text-align: right;">\$800.00</div></p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services <div style="text-align: right;">\$800.00</div></p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <div style="text-align: right;">\$6,401.00</div></p>	Documentation :Agenda Minutes, Sign-in Sheets - - 12/19: SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Neches Elementary and Neches High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documentation :School Records - - 05/20: Neches ISD will receive the State Accountability Rating of A.

<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) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessment - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessment - 05/20: 90% of all students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Tests :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<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), Writing (grades 4, 7), 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>	1/2020 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Testing Resources	Informal Assessment :Classroom Assessment - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Neches ISD 2019-2020

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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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 Ed, EL, White, Economically Disadvantaged, and At-Risk students. This includes Inclusion, Tutorials, Intervention programs, and RTI programs.</p>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessment - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/20: 90% 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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessments - Students in grades PK – 3 are given assessments at the beginning of the year to determine their performance level. STAR Reading and Math are administered in grades K - 3, the TPRI in grades K – 2, I-Station in grades K - 3, and Think through Math in grade 3.</p> <p>Throughout the year, Benchmark assessments given twice a year, weekly classroom assessments, and STAR Reading and Math given once a month are administered to evaluate the student's progress.</p> <p>Students in grades 4 - 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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberly Snider Counselor - Sha-Ree Hudson	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessment - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/20: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% 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) [TEC §4.001 (b)(2)(4)]
 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>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)]</p> <p>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.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Kimberlyn Snider Prekindergarten Teacher - Kristen Dickson Prekindergarten Teacher - Julie Axum</p>	<p>State - Early Education Allotment - Time Contributions of PK Teachers FTE: 2.00</p> <p>State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00</p> <p style="text-align: right;">\$18,437.04</p>	<p>Informal Assessment :Classroom Assessment - 12/19: 80% of all students performing at mastery level of appropriate developmental skills, as indicated by teacher records.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - 05/20: The percentage on the EOY I-Station and Circle Tests will increase to 90% for PK students.</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) [TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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 Head Start and 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>8/2019 - 5/2020</p>	<p>Elementary Principal - Kimberlyn Snider</p>	<p>Coordinated Funds - Time Contributions of PK Staff FTE: 3.00</p>	<p>Informal Assessment :Classroom Assessment - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/20: The percentage on the EOY I-Station and Circle Tests will increase to 90% for PK students.</p>

District Improvement Plan
Neches ISD 2019-2020

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) [TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - 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 2019 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> <p>Activity:</p> <p>Tutorial Intervention Program - Tutorial assistance is provided to assist students in grades K - 12 with subject mastery in Math, Reading, Writing, Science, or Social Studies. Students receive assistance after school in an Extended Day Intervention Program for 30 to 60 minutes.</p>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Federal - Title I, Part A - Supplemental Instructional Resources \$4,212.00</p> <p>Federal - Title II, Part A - Supplemental Instructional Resources \$3,207.00</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$2,000.00</p>		<p>Increased student achievement.</p>	<p>Documentation :School Records - 05/20: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented</p>
	<p>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Elementary Tutorial Teachers \$10,317.80</p> <p>State - State Compensatory Education (SCE) - Time Contributions of High School Tutorial Teachers \$5,158.90</p>	<p>Informal Assessment :Classroom Assessment - - 12/19: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/20: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% 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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading and Math Assistance - A Supplemental pull-out class will provide assistance in Reading and Math for elementary students in grades K – 8 who are struggling in those areas. The Reading intervention program, Read Right, will be used, along with Accelerated Reader to expand the reading skills of struggling students.</p> <p>A classroom aide will provide small group and individualized instruction in the classroom under the supervision of classroom teachers.</p>	8/2019 - 5/2020	Elementary Principal - Kimberlyn Snider Pull-Out Teacher - Jennifer Sparks	<p>Federal - Title I, Part A - Time Contributions of Pullout Teacher FTE: 0.30 \$18,559.09</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Pullout Teacher FTE: 0.20 \$11,254.66</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Instructional Aide FTE: 1.00 \$18,004.80</p>	Informal Assessment :Classroom Assessment - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% of students in grades 3 – 8 will pass the appropriate grade-level STAAR Reading and Math tests.</p> <p>Criterion-Referenced Tests :STAAR Reading - - 05/20: 35% of students in grades 3 – 5 will meet or master grade level on the STAAR Reading test.</p>
<p>Activity:</p> <p>Content Mastery - The Content Mastery teacher will provide students in grades 6 – 8 who are at risk of dropping out of school with supplemental assistance in core subject areas. The subject areas of Math, Language Arts, Science, and Social are the primary targets, including Reading in the content area. One-on-one and small group instruction is maintained along with modified pacing and accommodating individual learning styles and needs.</p>	8/2019 - 5/2020	Elementary Principal - Kimberlyn Snider Content Mastery Teacher - Jamie Miller	<p>State - State Compensatory Education (SCE) - Time Contributions of Content Master Teacher FTE: 0.75 \$41,706.66</p>	Informal Assessment :Classroom Assessment - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% of students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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> <p>A classroom aide will provide small group and individualized instruction in the classroom under the supervision of classroom teachers.</p>	8/2019 - 5/2020	High School Principal - Trent Cook	<p>State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 2.24</p> <p style="text-align: right;">\$101,628.10</p>	<p>Informal Assessment :Classroom Assessment - - 12/19: 80% of students will pass campus benchmark tests.</p>	Increased student achievement.	<p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 92% of students in grades 9 – 12 will pass all appropriate subject-area STAAR EOC exams.</p>
<p>Strategy:</p> <p>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).</p>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	<p>State - Special Education Block Grant - Special Education Allotment</p> <p style="text-align: right;">\$389,452.00</p>	<p>Documentation :Student Records - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	Students with disabilities have every opportunity to meet their full educational potential.	<p>Documentation :Student Records - 05/20: 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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Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>	8/2019 - 5/2020	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 - - 05/20: 100% of referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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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>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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Special Education Teacher - Ashley Radford Special Education Teacher - Kay Campbell</p>	<p>State - State and Local Funds - Time Contributions of Special Education Staff</p>	<p>Documentation :Student Records - - 12/19: 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 - - 05/20: 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>

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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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.</p> <p>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.</p> <p>Activity:</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Time Contribution of Related Services Personnel		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documentation :Student Records - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
<p>Activity:</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Child Find Resources		Child Find activities implemented.	Documentation :School Records - - 06/20: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Transition Services - Neches High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Time Contributions of Staff and Faculty		Students receive the transition services necessary to be successful in high school.	Documentation :Student Records - - 05/20: Transition activities are 100% in line with students' IEPs.

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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>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) Program - Neches ISD offers an English as a Second Language (ESL) Program whose goal is to enable 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 EL to participate equitably in school.</p> <p>Neches ISD is in a shared service arrangement (SSA) with Region VII.</p>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Federal - Title III, Part A - ELA - Region VII SSA \$666.00 State - Bilingual Education Block Grant - Bilingual Education Allotment \$3,597.00	See Activities below.	Students exiting EL designation by LPAC.	See Activities below.

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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>English Learner 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 EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Assessment Instruments	<p>Informal Assessment</p> <p>:Classroom Assessment - - 12/19: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.</p>	Increased student achievement.	<p>Informal Assessment</p> <p>:Classroom Assessment - - 05/20: 90% of students passing formal and informal assessment instruments.</p> <p>Criterion-Referenced Tests</p> <p>:STAAR Tests - - 05/20: 90% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for English Learners - 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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff</p>	<p>Informal Assessment :Classroom Assessment - - 12/19: 80% of students passing formal and informal assessment instruments.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

<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) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit 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 exit notification/parent permission form before a student is exited from the ESL 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> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* Results of a subjective teacher evaluation using the state's 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</p>	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Time Contributions of Staff and LPAC	Documentation :Student Records - - 12/19: 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 - - 05/20: 91% of students in grades 3 - 12 will pass the STAAR Reading tests and or STAAR English EOC exams in English and/or Spanish.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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 readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy: 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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment - 12/19: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/20: 90% of Migrant students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy: Dyslexia Program - Neches ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	State - Dyslexia Allotment - Dyslexia Allotment \$4,491.00	See Activities below.	Increased student achievement.	See Activities below.

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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>Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.</p> <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>	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	State - State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessment - - 12/19: 100% of students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/20: 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 - - 05/20: 90% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>
<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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	State - State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment - - 12/19: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/20: 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 - - 05/20: 90% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>

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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>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>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2019 - 5/2020	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 :Counselor Records - 05/20: 100% of the students identified as 504 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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>State - State and Local Funds - Time Contributions of G/T Staff</p>	<p>Documentation :Counselor Records - 12/19: 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>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 - 05/20: 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>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>8/2019 - 5/2020</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>State - State and Local Funds - Assessment Instruments</p>	<p>Documentation :Teacher Records - - 12/19: 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>Documentation :Student Records - - 05/20: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.</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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>State - State and Local Funds - Time Contributions of G/T Staff</p>	<p>Documentation :Teacher Records - - 12/19: 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>Informal Assessment :Classroom Assessment - - 05/20: 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 2019-2020

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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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>	8/2019 - 5/2020	Superintendent - Randy Snider	Local Funds - Time Contributions of Ancillary Staff	Documentation :Campus Records - 12/19: 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 - 05/20: 90% 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>	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor Local Funds - Counseling Resources	Documentation :Counselor Records - - 12/19: 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 - - 05/20: 90% of all students will pass EOY benchmark tests. Criterion-Referenced Tests :STAAR Tests - - 05/20: 90% 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>	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Library Staff Local Funds - Reading Materials	Documentation :School Records - - 12/19: 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 - - 06/20: An increase of 25% or more in the circulation of library materials.

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) [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>8/2019 - 5/2020</p>	<p>Homeless Liaison - Kimberlyn Snider</p>	<p>Federal - Title I, Part A - Homeless Resources \$50.00</p>	<p>Documentation :Agenda Minutes, Sign-in Sheets - - 12/19: 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 - - 05/20: 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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Promote parent awareness of the importance of maintaining daily attendance by providing students and parents with information regarding the state and district policies on truancy and compulsory attendance. Campus procedures to increase attendance will include:</p> <ul style="list-style-type: none"> * Continue attendance improvement programs at each campus by offering certificates, award assemblies, and drawings; * Conduct conferences, phone calls, home visits, emails, and Saturday School; * Contact with parents on the 2nd consecutive absence; * Principal warning letter after 3rd unexcused or 10th excused absence; * Work cooperatively with the Justice of the Peace to address compulsory attendance requirements; * Review and update legal and local policies concerning attendance; and * Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct. <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>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :Parent Contact Agendas and Logs - 08/19: Parent Contact logs show that parents have been provided attendance information.</p> <p>Documentation :Parent Contact Agendas and Logs - 12/19: 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 - 05/20: Attendance Records reflect an attendance rate at 97% or above.</p> <p>Documentation :Parent Contact Agendas and Logs - 05/20: Contact with 10% of parents/guardians of students who have excessive absences.</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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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.	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 12/19: Attendance Records reflect an attendance rate at 97% or above.	Achieve student dropout rate of 0%.	Documentation :Student Records - 05/20: 90% of students will be promoted to the next grade level or obtain a high school diploma.
Strategy: Extracurricular Activities - Neches High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.	8/2019 - 5/2020	High School Principal - Trent Cook	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - 05/20: 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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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; and</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>8/2019 - 5/2020</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 - 05/20: 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):

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

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career and Technical Education - Neches ISD offers CTE programs at the 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>	8/2019 - 5/2020	High School Principal - Trent Cook	<p>State - Career and Technology Block Grant - CTE Allotment \$146,457.00</p> <p>Federal - Title I, Part C Carl D. Perkins Career and Technical Education Grant - Region VII Carl Perkins Consortium \$4,743.00</p> <p>Federal - Title IV, Part A - Dual Credit Student Textbooks \$9,200.00</p> <p>State - CCMR Outcome Bonus - Certification Books and Testing Materials \$26,000.00</p>	Informal Assessment :Classroom Assessment - 12/19: 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 - 05/20: 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>
cross-curricular teaming between CTE teachers and core-content teachers to ensure consistent reinforcement of the TEKS.						

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</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"> * Staff development to meet state requirements for Confidentiality, Science Safety updates, Blood Borne Pathogens, Dating Violence, CPS, Bullying, Sexual Harassment, and David's Law * Paraprofessional Institute * Update training for all staff on district procedures for supporting students who are EL, SPED, G/T, At-Risk, Title I, or have Dyslexia * Training provided as needed on areas such as updates on DMAC components, CPR training and updates for staff, training on working with parents as equal partners, CPI/TBSI training and updates, and STEM training * Child Safety Training in areas such as online safety and food allergies * Mentor training * Suicide Awareness training for staff 	August 2019	<p>Superintendent - Randy Snider Elementary Principal - Kimberlyn Snider 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 - 08/19: A PD Program will have been designed to have met the needs of the Neches Elementary and High School faculty.

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</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 Program (SWP CIP) - Through the DPDMC, SBDMCs, teachers, parents, and community members participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:</p> <p>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</p> <p>* will be intense and sustained; and</p> <p>* are tied to the TEKS and STAAR.</p> <p>Staff development opportunities will be provided for all staff members in a variety of methods including video conferencing, online training, local in-service days, cooperating with local districts and through training offered by the regional service centers.</p> <p>Strategy:</p> <p>Evaluation of Professional Development Program - The Neches ISD PD Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Kimberlyn Snider High School Principal - Trent Cook Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and Committee Members</p>	<p>Documentation :Professional Development Records - 08/19: A PD Program will have been designed to have met the needs of the Neches ISD faculty.</p>	<p>Increase in student performance as professional development activities focus on needs of faculty.</p>	<p>Documentation :Professional Development Records - 04/20: The Principals and the SBDMCs have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.</p>
<p>Strategy:</p> <p>Evaluation of Professional Development Program - The Neches ISD PD Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessment - 12/19: 80% of students will pass campus TEKS-based benchmark tests.</p>	<p>Increase in student performance as professional development activities focus on needs of faculty.</p>	<p>Informal Assessment :Classroom Assessment - 05/20: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/20: 90% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

<p>Goal: 5</p> <p>Objective(s):</p> <p>PK-12th</p> <p>PK-12th</p> <p>PK-11th</p> <p>PK-12th</p> <p>PK-12th</p>	<p>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) [TEC §4.001 (b)(6)(9)]</p> <p>Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>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>Attract and retain fully certified teachers.</p> <p>Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</p>
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - 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, NISD will offer a Mentor Program.</p> <p>Neches ISD offers stipends for the high needs areas of Math and Science, as well as, retention stipends for personnel. The NISD 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>8/2019 - 5/2020</p>	<p>Superintendent - Randy Snider</p>	<p>Federal - Title I, Part A - Retention Stipends \$44,812.26</p> <p>Federal - Title II, Part A - Retention Stipends \$8,616.76</p>		<p>100% Fully Certified Faculty.</p>	<p>Documentation :HR Records - 05/20: Neches ISD finishes the school year with 100% Fully Certified Faculty.</p>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [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
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Neches ISD School reviews the following areas:</p> <ul style="list-style-type: none"> - 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. <p>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, and provide prompt and adequate technological support and training.</p> <p>The district will address these needs in different ways:</p> <ul style="list-style-type: none"> * 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. 	August 2019	Superintendent - Randy Snider Elementary Principal - Kimberlyn Snider High School Principal - Trent Cook Technology Director - Rick Seymour	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 - 08/19: A technology CNA has been conducted and the results have been made available to the appropriate staff.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [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: 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	8/2019 - 5/2020	Technology Director - Rick Seymour High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	State - State Compensatory Education (SCE) - Renaissance Site License \$3,619.00 State - State Compensatory Education (SCE) - I-Station Site License \$5,100.00 Federal - Title I, Part A - Contracted Technology Services \$1,370.00	Documentation :Lesson Plans - 12/19: 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 - 05/20: 90% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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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>

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>
Strategy: 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: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider School Nurse - Kristi Braaton	Local Funds - Time Contributions of Staff	Documentation :Discipline Records - 12/19: 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 - 05/20: 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)]

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>
social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of 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)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: 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)	8/2019 - 5/2020	Superintendent - Randy Snider	Local Funds - Time Contributions of Committee Members		Improved student health and wellness.	Documentation :School Records - - 05/20: Local Board Policies reflect all new mandated medical and health-related policies, as well as Neches ISD's specific policies.

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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: Trauma-Informed Care Program The Neches ISD trauma-informed care program (see Board Policy FFBA – Local) shall 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 shall provide training in trauma-informed care to district educators. Trainings shall 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>	<p>2/2020 - 5/2020</p>	<p>Superintendent - Randy Snider Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Trauma-Informed Care Training</p>	<p>Documentation :School Records - - 02/20: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.</p>	<p>Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.</p>	<p>Documentation :Professional Development Records - - 05/20: 100% of district and campus staff have received the required training.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<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"> * Visitor check-in and Visitor passes * Annual Safety inspections and presentations * Evaluate the use of surveillance cameras at all gates and entry ways * Security System and Bullet-Resistant Glass * Two-Way Radio System * Annual notification and training on the school defibrillator * Abstinence Program implemented in grades 6 – 8 * Character Education Program * Training on blood borne pathogens and annual CPR/AED training <p>At this time, Neches ISD does not employ or contract with a School Resource Office. (TEC §37.081(d))</p>	8/2019 - 5/2020	<p>Superintendent - Randy Snider High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>State - School Safety Allotment - School Safety Allotment \$3,179.00</p> <p>State - School Safety and Security Grant - Security System and Bullet-Resistant Glass \$22,921.00</p> <p>State - School Safety and Security Grant - Two-Way Radio Systems \$2,079.00</p>	<p>Documentation :Discipline Records - 12/19: 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 - 05/20: 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>

District Improvement Plan
Neches ISD 2019-2020

<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)]</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>Emergency Response - Staff will review annually the Emergency Response Plan and monitor monthly. This includes policies for</p> <ul style="list-style-type: none"> * Shelter in Place, * Severe Weather, * Building Evacuation, * Site Evacuation, * Telephone Logs, * Student Lists, * Off Site Evacuations, * Hazard Analysis and Critical Control Points (HACCP), and * Lockdowns/Evaluations. 	8/2019 - 5/2020	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff		Effective practices for school safety and security.	Documentation :School Records - - 05/20: Staff, students and parents are aware of district plans and procedures for a safe, secure, and orderly environment.
<p>Activity:</p> <p>Discipline 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>	8/2019 - 5/2020	High School Principal - Trent Cook	State - State Compensatory Education (SCE) - DAEP Student Tuition \$5,000.00	<p>Informal Assessment :Classroom Assessment - - 12/19: 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 - - 05/20: 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"> * Student Assemblies on bullying, drug prevention, health, and safety * Dating Violence Policy (see Board Policy FFH-Local) * Wellness Policy 	<p>8/2019 - 5/2020</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and Community</p>	<p>Documentation :Discipline Records - - 12/19: 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 - - 05/20: 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>

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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:</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"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	<p>8/2019 - 5/2020</p>	<p>Counselor - Sha-Ree Hudson School Nurse - Kristi Braaton</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documentation :Campus Records - - 12/19: 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 - - 05/20: Campus Records indicate all students graduate from school.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</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 physical abuse and neglect, and it is important to be calm and comforting if your child, or another child,</p>	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Staff	Documentation :School Records - 08/19: Sexual Abuse policy has been distributed to staff, parents, and students.	A safe and disciplined environment conducive to student learning.	Documentation :School Records - 05/20: Sexual Abuse policy will have been implemented.

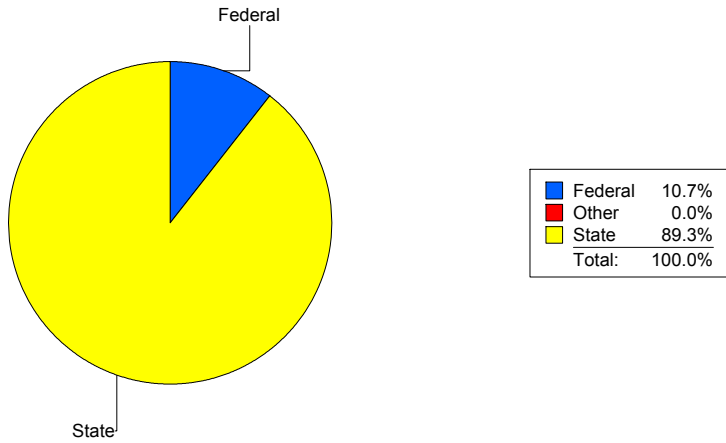
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Objective(s):

<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>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 http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapr.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</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 http://www.txabusehotline.org).</p>						

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<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2019 - 5/2020	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor	Documentation :Counselor Records - 12/19: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Counselor Records - 05/20: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



District Improvement Plan
Neches ISD 2019-2020

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Retention Stipends	0.00	\$44812.26
Contracted Technology Services	0.00	\$1370.00
Time Contributions of Pullout Teacher	0.30	\$18559.09
Homeless Resources	0.00	\$50.00
SECCA, Inc. Consulting Services	0.00	\$1969.00
Supplemental Instructional Resources	0.00	\$4212.00
Title I, Part C Carl D. Perkins Career and Technical Education Grant		
Region VII Carl Perkins Consortium	0.00	\$4743.00
Title II, Part A		
Retention Stipends	0.00	\$8616.76
Supplemental Instructional Resources	0.00	\$3207.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A		
SECCA, Inc. Consulting Services	0.00	\$800.00
Title III, Part A - ELA		
Region VII SSA	0.00	\$666.00
Title IV, Part A		
Dual Credit Student Textbooks	0.00	\$9200.00
SECCA, Inc. Consulting Services	0.00	\$800.00
		\$99,005.11
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of PK Staff	3.00	\$0.00
Local Funds		
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Counseling Resources	0.00	\$0.00
Time Contributions of Library Staff	0.00	\$0.00
Reading Materials	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Committee Members	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
Trauma-Informed Care Training	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff and Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
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 Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of 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 Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
		\$0.00

Funding Values By Program

State	FTE	DollarValue
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$3597.00
Career and Technology Block Grant		
CTE Allotment	0.00	\$146457.00
CCMR Outcome Bonus		
Certification Books and Testing Materials	0.00	\$26000.00
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$4491.00
Early Education Allotment		
Time Contributions of PK Teachers	2.00	\$0.00
School Safety Allotment		
School Safety Allotment	0.00	\$3179.00
School Safety and Security Grant		
Security System and Bullet-Resistant Glass	0.00	\$22921.00
Two-Way Radio Systems	0.00	\$2079.00
Special Education Block Grant		
Special Education Allotment	0.00	\$389452.00
State and Local Funds		
Time Contributions of G/T Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contribution of Related Services Personnel	0.00	\$0.00
Child Find Resources	0.00	\$0.00

Funding Values By Program

State	FTE	DollarValue
State and Local Funds		
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
State Compensatory Education (SCE)		
SECCA, Inc. Consulting Services	0.00	\$6401.00
DAEP Student Tuition	0.00	\$5000.00
Time Contributions of Elementary Tutorial Teachers	0.00	\$10317.80
Time Contributions of High School Tutorial Teachers	0.00	\$5158.90
Time Contributions of Pullout Teacher	0.20	\$11254.66
Time Contributions of Instructional Aide	1.00	\$18004.80
Time Contributions of Content Master Teacher	0.75	\$41706.66
Time Contributions of Staff	2.24	\$101628.10
Supplemental Instructional Resources	0.00	\$2000.00
Time Contributions of PK Aide	1.00	\$18437.04
Renaissance Site License	0.00	\$3619.00
I-Station Site License	0.00	\$5100.00
		\$826,803.96
Grand Total:		\$925,809.07

2018-19 Texas Academic Performance Report

District Name: **NECHES ISD**

District Number: **001906**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Meets Requirements

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District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region	African		American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL				
	State	07	District	American	Hispanic	White	More	Ed	Ed	ously	Continu-	Disadv	(Current				
							Races	(Current)	(Former)	Enrolled	ously		&				
											Enrolled		Monitored)				
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	87%	*	80%	93%	-	-	-	*	*	-	83%	100%	80%	*
	2018	77%	77%	93%	*	86%	95%	-	-	-	*	*	-	90%	100%	95%	*
At Meets Grade Level or Above	2019	45%	42%	30%	*	20%	43%	-	-	-	*	*	-	28%	40%	10%	*
	2018	43%	42%	55%	*	43%	60%	-	-	-	*	*	-	52%	63%	58%	*
At Masters Grade Level	2019	27%	25%	22%	*	0%	36%	-	-	-	*	*	-	17%	40%	0%	*
	2018	25%	23%	28%	*	0%	40%	-	-	-	*	*	-	24%	38%	21%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	78%	*	80%	93%	-	-	-	*	*	-	78%	80%	60%	*
	2018	78%	78%	83%	*	71%	90%	-	-	-	*	*	-	76%	100%	84%	*
At Meets Grade Level or Above	2019	49%	47%	26%	*	0%	43%	-	-	-	*	*	-	28%	20%	0%	*
	2018	47%	44%	28%	*	14%	30%	-	-	-	*	*	-	19%	50%	26%	*
At Masters Grade Level	2019	25%	23%	9%	*	0%	14%	-	-	-	*	*	-	11%	0%	0%	*
	2018	23%	20%	14%	*	14%	15%	-	-	-	*	*	-	10%	25%	16%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	84%	*	86%	81%	-	-	-	*	*	-	79%	100%	81%	*
	2018	73%	72%	74%	-	*	75%	-	-	-	-	-	-	71%	80%	50%	-
At Meets Grade Level or Above	2019	44%	43%	32%	*	43%	31%	-	-	-	*	*	-	32%	33%	38%	*
	2018	46%	43%	47%	-	*	44%	-	-	-	-	-	-	57%	20%	17%	-
At Masters Grade Level	2019	22%	20%	4%	*	0%	6%	-	-	-	*	*	-	5%	0%	6%	*
	2018	24%	21%	26%	-	*	19%	-	-	-	-	-	-	36%	0%	17%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	92%	*	100%	88%	-	-	-	*	*	-	89%	100%	94%	*
	2018	78%	79%	84%	-	*	88%	-	-	-	-	-	-	79%	100%	67%	-
At Meets Grade Level or Above	2019	48%	46%	36%	*	43%	31%	-	-	-	*	*	-	32%	50%	38%	*
	2018	49%	47%	53%	-	*	50%	-	-	-	-	-	-	57%	40%	33%	-
At Masters Grade Level	2019	28%	26%	8%	*	0%	13%	-	-	-	*	*	-	11%	0%	6%	*
	2018	27%	23%	32%	-	*	25%	-	-	-	-	-	-	36%	20%	17%	-
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	68%	*	71%	69%	-	-	-	*	*	-	68%	67%	69%	*
	2018	63%	60%	58%	-	*	56%	-	-	-	-	-	-	64%	40%	33%	-
At Meets Grade Level or Above	2019	35%	31%	24%	*	0%	38%	-	-	-	*	*	-	21%	33%	19%	*
	2018	39%	35%	26%	-	*	19%	-	-	-	-	-	-	36%	0%	17%	-
At Masters Grade Level	2019	11%	8%	4%	*	0%	6%	-	-	-	*	*	-	0%	17%	0%	*
	2018	11%	8%	11%	-	*	6%	-	-	-	-	-	-	14%	0%	0%	-
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	100%	*	*	100%	-	-	-	*	*	-	100%	100%	100%	-
	2018	84%	83%	100%	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2019	54%	50%	65%	*	*	61%	-	-	-	*	*	-	64%	67%	29%	-
	2018	54%	50%	57%	*	0%	69%	-	-	-	-	*	-	60%	50%	45%	*

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region		African	Hispanic	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
		State	07	District	American	White	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
								Races	(Current)	(Former)	Enrolled	ously		&	
												Enrolled		Monitored)	
At Masters Grade Level	2019	29%	26%	39%	*	33%	-	*	*	-	43%	33%	29%	-	
	2018	26%	23%	39%	*	50%	-	-	*	-	47%	25%	27%	*	
Grade 5 Mathematics^															
At Approaches Grade Level or Above	2019	90%	89%	100%	*	100%	-	*	*	-	100%	100%	100%	-	
	2018	91%	91%	100%	*	100%	-	-	*	-	100%	100%	100%	*	
At Meets Grade Level or Above	2019	58%	56%	61%	*	61%	-	*	*	-	71%	44%	57%	-	
	2018	58%	56%	70%	*	80%	-	-	*	-	73%	63%	82%	*	
At Masters Grade Level	2019	36%	34%	39%	*	39%	-	*	*	-	50%	22%	14%	-	
	2018	30%	28%	26%	*	25%	-	-	*	-	40%	0%	27%	*	
Grade 5 Science															
At Approaches Grade Level or Above	2019	75%	73%	65%	*	61%	-	*	*	-	79%	44%	57%	-	
	2018	76%	75%	91%	*	100%	-	-	*	-	93%	88%	91%	*	
At Meets Grade Level or Above	2019	49%	46%	39%	*	39%	-	*	*	-	50%	22%	14%	-	
	2018	41%	38%	52%	*	56%	-	-	*	-	67%	25%	45%	*	
At Masters Grade Level	2019	24%	21%	17%	*	17%	-	*	*	-	21%	11%	14%	-	
	2018	17%	14%	13%	*	13%	-	-	*	-	20%	0%	9%	*	
Grade 6 Reading															
At Approaches Grade Level or Above	2019	68%	66%	86%	*	95%	-	-	*	-	81%	92%	75%	*	
	2018	69%	66%	71%	*	76%	-	-	*	-	61%	100%	70%	*	
At Meets Grade Level or Above	2019	37%	34%	36%	*	43%	-	-	*	-	38%	33%	25%	*	
	2018	39%	34%	38%	*	41%	-	-	*	-	28%	67%	30%	*	
At Masters Grade Level	2019	18%	15%	14%	*	14%	-	-	*	-	19%	8%	8%	*	
	2018	19%	15%	17%	*	12%	-	-	*	-	11%	33%	20%	*	
Grade 6 Mathematics															
At Approaches Grade Level or Above	2019	81%	80%	100%	*	100%	-	-	*	-	100%	100%	100%	*	
	2018	77%	75%	83%	*	88%	-	-	*	-	83%	83%	80%	*	
At Meets Grade Level or Above	2019	47%	44%	79%	*	81%	-	-	*	-	81%	75%	75%	*	
	2018	44%	40%	42%	*	47%	-	-	*	-	39%	50%	30%	*	
At Masters Grade Level	2019	21%	17%	29%	*	29%	-	-	*	-	38%	17%	25%	*	
	2018	18%	15%	17%	*	24%	-	-	*	-	17%	17%	0%	*	
Grade 7 Reading															
At Approaches Grade Level or Above	2019	76%	75%	80%	*	78%	-	-	*	-	75%	100%	73%	*	
	2018	74%	73%	86%	*	88%	-	-	*	*	83%	100%	93%	-	
At Meets Grade Level or Above	2019	49%	46%	56%	*	61%	-	-	*	-	55%	60%	45%	*	
	2018	48%	45%	55%	*	64%	-	-	*	*	48%	83%	50%	-	
At Masters Grade Level	2019	29%	27%	24%	*	28%	-	-	*	-	30%	0%	18%	*	
	2018	29%	25%	38%	*	44%	-	-	*	*	30%	67%	21%	-	
Grade 7 Mathematics															
At Approaches Grade Level or Above	2019	75%	74%	84%	*	89%	-	-	*	-	85%	80%	82%	*	
	2018	72%	72%	100%	*	100%	-	-	*	*	100%	100%	100%	-	
At Meets Grade Level or Above	2019	43%	41%	56%	*	67%	-	-	*	-	60%	40%	45%	*	
	2018	40%	38%	69%	*	72%	-	-	*	*	65%	83%	71%	-	
At Masters Grade Level	2019	17%	16%	28%	*	28%	-	-	*	-	35%	0%	27%	*	

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	16%	28%	*	*	24%	-	-	-	*	*	*	26%	33%	36%	-
At Approaches Grade Level or Above	2019	70%	70%	68%	*	*	78%	-	-	-	-	*	-	70%	60%	64%	*
	2018	69%	68%	72%	*	*	72%	-	-	-	*	*	*	70%	83%	86%	-
At Meets Grade Level or Above	2019	42%	39%	24%	*	*	22%	-	-	-	-	*	-	25%	20%	27%	*
	2018	43%	40%	48%	*	*	48%	-	-	-	*	*	*	43%	67%	36%	-
At Masters Grade Level	2019	18%	15%	12%	*	*	17%	-	-	-	-	*	-	15%	0%	9%	*
	2018	15%	11%	7%	*	*	8%	-	-	-	*	*	*	9%	0%	0%	-
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	97%	*	*	96%	-	-	-	*	*	*	95%	100%	100%	-
	2018	86%	86%	88%	*	*	91%	-	-	-	-	60%	-	81%	100%	75%	*
At Meets Grade Level or Above	2019	55%	51%	45%	*	*	46%	-	-	-	*	*	*	41%	57%	38%	-
	2018	49%	48%	62%	*	*	68%	-	-	-	-	40%	-	56%	70%	33%	*
At Masters Grade Level	2019	28%	25%	24%	*	*	25%	-	-	-	*	*	*	18%	43%	31%	-
	2018	27%	25%	38%	*	*	41%	-	-	-	-	20%	-	38%	40%	17%	*
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	86%	100%	*	*	100%	-	-	-	*	*	*	100%	100%	100%	-
	2018	86%	86%	92%	*	*	95%	-	-	-	-	80%	-	94%	90%	92%	*
At Meets Grade Level or Above	2019	57%	54%	64%	*	*	65%	-	-	-	*	*	*	64%	67%	77%	-
	2018	51%	50%	46%	*	*	50%	-	-	-	-	40%	-	50%	40%	33%	*
At Masters Grade Level	2019	17%	15%	11%	*	*	13%	-	-	-	*	*	*	9%	17%	0%	-
	2018	15%	15%	12%	*	*	9%	-	-	-	-	0%	-	19%	0%	0%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	97%	*	*	100%	-	-	-	*	*	*	95%	100%	92%	-
	2018	76%	75%	85%	*	*	91%	-	-	-	-	80%	-	81%	90%	83%	*
At Meets Grade Level or Above	2019	51%	46%	69%	*	*	75%	-	-	-	*	*	*	64%	86%	77%	-
	2018	52%	49%	73%	*	*	77%	-	-	-	-	60%	-	75%	70%	67%	*
At Masters Grade Level	2019	25%	21%	45%	*	*	50%	-	-	-	*	*	*	36%	71%	46%	-
	2018	28%	24%	54%	*	*	59%	-	-	-	-	40%	-	56%	50%	25%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	69%	*	*	71%	-	-	-	*	*	*	59%	100%	77%	-
	2018	65%	61%	69%	*	*	73%	-	-	-	-	40%	-	63%	80%	50%	*
At Meets Grade Level or Above	2019	37%	33%	34%	*	*	42%	-	-	-	*	*	*	36%	29%	31%	-
	2018	36%	31%	46%	*	*	45%	-	-	-	-	20%	-	50%	40%	33%	*
At Masters Grade Level	2019	21%	18%	7%	*	*	8%	-	-	-	*	*	*	9%	0%	8%	-
	2018	21%	17%	23%	*	*	23%	-	-	-	-	20%	-	31%	10%	17%	*
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	75%	*	*	83%	-	-	-	-	*	-	72%	80%	55%	*
	2018	65%	67%	84%	*	*	89%	-	-	-	-	*	*	89%	67%	60%	-
At Meets Grade Level or Above	2019	50%	48%	68%	*	*	78%	-	-	-	-	*	-	67%	70%	45%	*
	2018	44%	43%	68%	*	*	74%	-	-	-	-	*	*	74%	50%	50%	-
At Masters Grade Level	2019	11%	10%	21%	*	*	26%	-	-	-	-	*	-	28%	10%	9%	*
	2018	7%	6%	0%	*	*	0%	-	-	-	-	*	*	0%	0%	0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	68%	91%	*	*	94%	-	-	-	*	*	-	100%	60%	83%	-
	2018	67%	68%	83%	*	80%	85%	-	-	-	-	*	*	85%	80%	67%	-
At Meets Grade Level or Above	2019	49%	48%	70%	*	*	76%	-	-	-	*	*	-	78%	40%	50%	-
	2018	48%	48%	67%	*	60%	74%	-	-	-	-	*	*	69%	60%	44%	-
At Masters Grade Level	2019	8%	6%	4%	*	*	0%	-	-	-	*	*	-	0%	20%	0%	-
	2018	8%	7%	6%	*	0%	7%	-	-	-	-	*	*	8%	0%	0%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	89%	*	*	95%	-	-	-	-	*	-	94%	82%	80%	*
	2018	83%	83%	89%	*	*	100%	-	-	-	-	*	*	100%	60%	67%	-
At Meets Grade Level or Above	2019	61%	53%	67%	*	*	73%	-	-	-	-	*	-	75%	55%	60%	*
	2018	55%	50%	32%	*	*	33%	-	-	-	-	*	*	43%	0%	17%	-
At Masters Grade Level	2019	37%	31%	41%	*	*	45%	-	-	-	-	*	-	44%	36%	30%	*
	2018	32%	27%	5%	*	*	7%	-	-	-	-	*	*	7%	0%	0%	-
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	92%	*	*	100%	-	-	-	*	*	-	88%	100%	80%	*
	2018	87%	88%	100%	*	*	100%	-	-	-	-	*	*	100%	100%	100%	-
At Meets Grade Level or Above	2019	62%	60%	77%	*	*	81%	-	-	-	*	*	-	71%	89%	60%	*
	2018	59%	56%	84%	*	*	93%	-	-	-	-	*	*	93%	60%	67%	-
At Masters Grade Level	2019	25%	21%	50%	*	*	52%	-	-	-	*	*	-	47%	56%	40%	*
	2018	24%	19%	37%	*	*	47%	-	-	-	-	*	*	50%	0%	33%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	97%	*	100%	100%	-	-	-	-	*	-	96%	100%	91%	-
	2018	92%	91%	92%	*	*	95%	-	-	-	*	60%	-	95%	80%	83%	-
At Meets Grade Level or Above	2019	73%	70%	77%	*	60%	90%	-	-	-	-	*	-	78%	71%	55%	-
	2018	70%	67%	64%	*	*	65%	-	-	-	*	20%	-	65%	60%	42%	-
At Masters Grade Level	2019	45%	38%	27%	*	20%	33%	-	-	-	-	*	-	26%	29%	27%	-
	2018	40%	35%	28%	*	*	35%	-	-	-	*	20%	-	30%	20%	17%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	86%	77%	77%	90%	-	-	-	76%	58%	*	86%	89%	82%	72%
	2018	77%	76%	86%	66%	78%	88%	-	-	-	100%	62%	57%	84%	88%	81%	92%
At Meets Grade Level or Above	2019	50%	47%	52%	29%	37%	58%	-	-	-	35%	18%	*	52%	52%	42%	33%
	2018	48%	45%	54%	44%	39%	57%	-	-	-	83%	26%	29%	55%	52%	44%	38%
At Masters Grade Level	2019	24%	21%	22%	14%	13%	25%	-	-	-	12%	7%	*	22%	21%	15%	0%
	2018	22%	19%	22%	16%	15%	24%	-	-	-	17%	11%	14%	24%	18%	15%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	87%	83%	76%	90%	-	-	-	86%	53%	*	86%	92%	80%	71%
	2018	74%	74%	85%	71%	79%	88%	-	-	-	*	56%	*	83%	92%	79%	80%
At Meets Grade Level or Above	2019	48%	45%	50%	33%	32%	56%	-	-	-	43%	20%	*	50%	51%	35%	14%
	2018	46%	44%	57%	43%	33%	63%	-	-	-	*	22%	*	56%	59%	44%	0%
At Masters Grade Level	2019	21%	18%	19%	17%	12%	21%	-	-	-	14%	13%	*	19%	19%	13%	0%
	2018	19%	17%	23%	14%	12%	27%	-	-	-	*	6%	*	22%	25%	15%	0%

District Name: NECHES ISD
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 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	92%	82%	87%	95%	-	-	-	60%	79%	*	92%	93%	89%	86%
	2018	81%	81%	91%	67%	78%	95%	-	-	-	*	80%	*	90%	92%	87%	100%
At Meets Grade Level or Above	2019	52%	49%	56%	36%	42%	62%	-	-	-	40%	14%	*	58%	54%	51%	57%
	2018	50%	47%	49%	44%	37%	50%	-	-	-	*	33%	*	49%	48%	44%	40%
At Masters Grade Level	2019	26%	24%	23%	27%	13%	27%	-	-	-	0%	0%	*	26%	17%	14%	0%
	2018	24%	21%	19%	22%	19%	18%	-	-	-	*	7%	*	21%	13%	15%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	67%	68%	*	64%	74%	-	-	-	*	20%	-	69%	64%	67%	*
	2018	66%	64%	67%	*	80%	66%	-	-	-	*	*	*	68%	64%	70%	-
At Meets Grade Level or Above	2019	38%	35%	24%	*	9%	29%	-	-	-	*	0%	-	23%	27%	22%	*
	2018	41%	38%	40%	*	60%	37%	-	-	-	*	*	*	41%	36%	30%	-
At Masters Grade Level	2019	14%	12%	8%	*	0%	12%	-	-	-	*	0%	-	8%	9%	4%	*
	2018	13%	9%	8%	*	20%	7%	-	-	-	*	*	*	11%	0%	0%	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	86%	*	67%	89%	-	-	-	*	67%	*	89%	80%	80%	*
	2018	80%	79%	91%	80%	70%	96%	-	-	-	-	71%	*	91%	91%	90%	*
At Meets Grade Level or Above	2019	54%	51%	63%	*	67%	67%	-	-	-	*	17%	*	62%	64%	57%	*
	2018	51%	48%	69%	60%	40%	75%	-	-	-	-	43%	*	78%	52%	59%	*
At Masters Grade Level	2019	25%	21%	38%	*	33%	41%	-	-	-	*	17%	*	36%	44%	37%	*
	2018	23%	19%	35%	20%	10%	42%	-	-	-	-	29%	*	42%	22%	21%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	79%	83%	80%	75%	84%	-	-	-	*	40%	*	78%	100%	83%	-
	2018	78%	76%	80%	*	80%	83%	-	-	-	*	50%	-	81%	80%	67%	*
At Meets Grade Level or Above	2019	55%	51%	56%	20%	38%	64%	-	-	-	*	40%	*	58%	50%	42%	-
	2018	53%	49%	55%	*	60%	55%	-	-	-	*	20%	-	58%	47%	38%	*
At Masters Grade Level	2019	33%	28%	17%	0%	13%	20%	-	-	-	*	0%	*	18%	14%	17%	-
	2018	31%	26%	25%	*	20%	29%	-	-	-	*	20%	-	31%	13%	17%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	32	*	57	22	-	-	-	*	*	-	37	17	38	*
	2018	63	62	44	-	*	40	-	-	-	-	-	-	50	*	30	-
Grade 4 Mathematics	2019	65	65	66	*	79	59	-	-	-	*	*	-	68	58	63	*
	2018	65	65	67	-	*	67	-	-	-	-	-	-	61	*	40	-
Grade 5 ELA/Reading	2019	81	80	89	*	*	86	-	-	-	*	*	-	86	94	86	-
	2018	80	79	93	*	*	97	-	-	-	-	-	-	97	83	89	*
Grade 5 Mathematics	2019	83	83	93	*	*	92	-	-	-	*	*	-	96	89	100	-
	2018	81	81	79	*	*	73	-	-	-	-	-	-	87	58	83	*
Grade 6 ELA/Reading	2019	42	40	33	*	20	35	-	-	-	-	*	-	34	32	23	*
	2018	47	43	52	*	30	59	-	-	-	-	*	-	39	92	50	*
Grade 6 Mathematics	2019	54	51	91	*	60	98	-	-	-	-	*	-	94	86	91	*
	2018	56	53	44	*	20	50	-	-	-	-	*	-	42	50	40	*
Grade 7 ELA/Reading	2019	77	80	83	*	*	88	-	-	-	-	*	-	84	80	68	*
	2018	76	74	75	*	*	71	-	-	-	*	*	*	70	100	82	-
Grade 7 Mathematics	2019	63	66	83	*	*	82	-	-	-	-	*	-	84	80	82	*
	2018	67	70	70	*	*	65	-	-	-	*	*	*	70	70	79	-
Grade 8 ELA/Reading	2019	77	76	60	*	*	52	-	-	-	*	*	*	59	64	58	-
	2018	79	79	82	*	*	83	-	-	-	-	40	-	81	83	67	*
Grade 8 Mathematics	2019	84	84	71	*	*	75	-	-	-	*	*	*	66	86	58	-
	2018	81	83	56	*	*	60	-	-	-	-	70	-	56	56	42	*
End of Course English II	2019	69	67	86	*	*	82	-	-	-	*	*	-	84	*	100	-
	2018	67	67	74	*	*	81	-	-	-	-	*	*	74	75	54	-
End of Course Algebra I	2019	75	69	86	*	*	92	-	-	-	-	*	-	84	92	78	*
	2018	72	68	55	*	*	57	-	-	-	-	*	*	64	30	42	-
All Grades Both Subjects	2019	69	68	72	78	71	71	-	-	-	64	55	*	72	71	65	61
	2018	69	69	66	65	60	67	-	-	-	*	56	*	66	69	61	58
All Grades ELA/Reading	2019	68	67	62	72	67	60	-	-	-	*	60	*	63	59	55	*
	2018	69	67	71	67	62	73	-	-	-	*	54	*	68	79	65	*
All Grades Mathematics	2019	70	69	81	83	76	83	-	-	-	*	50	*	81	83	75	60
	2018	70	70	61	63	58	62	-	-	-	*	58	*	63	57	57	*

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	73%	*	83%	71%	-	-	-	-	40%	67%	*
	2018	38%	39%	62%	*	*	71%	-	-	-	-	*	57%	*
Mathematics	2019	45%	45%	92%	*	*	100%	-	-	-	*	*	100%	-
	2018	47%	48%	67%	*	-	75%	-	-	-	-	*	*	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	96%	*	*	94%	-	-	-	*	*	86%	-
Students Requiring Accelerated Instruction														
	2019	22%	24%	4%	*	*	6%	-	-	-	*	*	14%	-
STAAR Cumulative Met Standard														
	2019	86%	85%	100%	*	*	100%	-	-	-	*	*	100%	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	96%	*	*	94%	-	-	-	*	*	86%	-
Students Requiring Accelerated Instruction														
	2019	17%	17%	4%	*	*	6%	-	-	-	*	*	14%	-
STAAR Cumulative Met Standard														
	2019	90%	89%	100%	*	*	100%	-	-	-	*	*	100%	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	86%	*	*	88%	-	-	-	*	*	100%	-
Students Requiring Accelerated Instruction														
	2019	22%	24%	14%	*	*	13%	-	-	-	*	*	0%	-
STAAR Cumulative Met Standard														
	2019	85%	84%	97%	*	*	96%	-	-	-	*	*	100%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	98%	*	*	-	*	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	12%	*	*	-	*	-	-	-	-	*	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	81%	96%	*	*	96%	-	-	-	*	*	92%	-
Students Requiring Accelerated Instruction														
	2019	18%	19%	4%	*	*	4%	-	-	-	*	*	8%	-
STAAR Cumulative Met Standard														
	2019	88%	86%	100%	*	*	100%	-	-	-	*	*	100%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	98%	*	*	-	-	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	50%	38%	*	*	-	-	-	-	-	-	*	*	-

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	77%	86%	-	-	-	-	-	72%	72%	-	-	72%	72%
	2018	77%	76%	86%	-	-	-	-	-	100%	100%	-	*	100%	92%
At Meets Grade Level or Above	2019	50%	47%	52%	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	48%	45%	54%	-	-	-	-	-	44%	44%	-	*	44%	38%
At Masters Grade Level	2019	24%	21%	22%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	22%	19%	22%	-	-	-	-	-	0%	0%	-	*	0%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	87%	-	-	-	-	-	71%	71%	-	-	71%	71%
	2018	74%	74%	85%	-	-	-	-	-	*	*	-	*	*	80%
At Meets Grade Level or Above	2019	48%	45%	50%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	46%	44%	57%	-	-	-	-	-	*	*	-	*	*	0%
At Masters Grade Level	2019	21%	18%	19%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	19%	17%	23%	-	-	-	-	-	*	*	-	*	*	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	92%	-	-	-	-	-	86%	86%	-	-	86%	86%
	2018	81%	81%	91%	-	-	-	-	-	*	*	-	*	*	100%
At Meets Grade Level or Above	2019	52%	49%	56%	-	-	-	-	-	57%	57%	-	-	57%	57%
	2018	50%	47%	49%	-	-	-	-	-	*	*	-	*	*	40%
At Masters Grade Level	2019	26%	24%	23%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	24%	21%	19%	-	-	-	-	-	*	*	-	*	*	20%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	67%	68%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	64%	67%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	35%	24%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	38%	40%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	12%	8%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	9%	8%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	86%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	79%	91%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	51%	63%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	48%	69%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	21%	38%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	19%	35%	-	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	79%	83%	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	76%	80%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	51%	56%	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	49%	55%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	28%	17%	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	26%	25%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	72%	-	-	-	-	-	61%	61%	-	-	61%	61%
	2018	69%	69%	66%	-	-	-	-	-	*	*	-	*	*	58%
All Grades ELA/Reading	2019	68%	67%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	67%	71%	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics	2019	70%	69%	81%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	70%	70%	61%	-	-	-	-	-	*	*	-	*	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	73%	-	-	-	-	-	*	*	-	-	*	*

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	39%	62%	-	-	-	-	-	-	-	-	*	-	*
	2019	45%	45%	92%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	48%	67%	-	-	-	-	-	-	-	-	-	-	-

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	99%	100%
Included in Accountability	94%	93%	94%	92%	97%	94%	-	-	-	89%	94%	94%	100%
Not Included in Accountability													
Mobile	4%	6%	5%	8%	3%	5%	-	-	-	11%	0%	6%	0%
Other Exclusions	1%	1%	0%	0%	0%	1%	-	-	-	0%	6%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	100%	100%	96%	-	-	-	75%	95%	98%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	0%	4%	-	-	-	25%	2%	2%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	4%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.7%	95.9%	95.2%	96.0%	95.9%	*	*	-	96.4%	93.6%	95.9%	95.6%
2016-17	95.7%	95.9%	96.1%	96.8%	96.9%	96.0%	-	*	-	94.1%	93.8%	95.8%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.9%	0.9%	0.0%	0.0%	1.1%	-	*	-	*	0.0%	2.1%	-
2016-17	1.9%	1.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.3%	95.8%	*	*	94.4%	-	*	-	*	100.0%	88.9%	-
Received TxCHSE	0.4%	0.3%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Continued HS	3.8%	2.8%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Dropped Out	5.7%	3.5%	4.2%	*	*	5.6%	-	*	-	*	0.0%	11.1%	-
Graduates and TxCHSE	90.4%	93.7%	95.8%	*	*	94.4%	-	*	-	*	100.0%	88.9%	-
Graduates, TxCHSE, and Continuers	94.3%	96.5%	95.8%	*	*	94.4%	-	*	-	*	100.0%	88.9%	-
Class of 2017													
Graduated	89.7%	93.0%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	4.0%	2.4%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	5.9%	4.1%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.1%	93.5%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	95.9%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.7%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.6%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.1%	0.4%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.3%	4.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.6%	95.4%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.8%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Class of 2016													
Graduated	91.6%	94.2%	94.3%	*	*	93.1%	-	-	-	-	100.0%	100.0%	*
Received TxCHSE	0.7%	0.8%	5.7%	*	*	6.9%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.2%	0.4%	0.0%	*	*	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	4.6%	0.0%	*	*	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.2%	95.0%	100.0%	*	*	100.0%	-	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	95.4%	100.0%	*	*	100.0%	-	-	-	-	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	94.5%	94.3%	*	*	93.1%	-	-	-	-	100.0%	100.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.9%	5.7%	*	*	6.9%	-	-	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.1%	0.0%	*	*	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	4.4%	0.0%	*	*	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.9%	95.4%	100.0%	*	*	100.0%	-	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	95.6%	100.0%	*	*	100.0%	-	-	-	-	100.0%	100.0%	*
Class of 2015													
Graduated	91.8%	94.5%	96.9%	*	*	96.4%	-	-	-	-	*	91.7%	-
Received TxCHSE	1.0%	0.9%	3.1%	*	*	3.6%	-	-	-	-	*	8.3%	-
Continued HS	0.6%	0.2%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.7%	4.4%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.8%	95.4%	100.0%	*	*	100.0%	-	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.3%	95.6%	100.0%	*	*	100.0%	-	-	-	-	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.3%	95.8%	*	*	94.4%	-	*	-	*	100.0%	88.9%	-
Class of 2017	89.7%	93.0%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.7%	84.2%	*	80.0%	83.3%	-	-	-	*	*	66.7%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	5.6%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Class of 2017	6.0%	7.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.9%	78.3%	*	*	88.2%	-	*	-	*	16.7%	50.0%	-
Class of 2017	60.8%	77.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.0%	78.3%	*	*	88.2%	-	*	-	*	16.7%	50.0%	-
Class of 2017	85.9%	84.1%	84.2%	*	80.0%	83.3%	-	-	-	*	*	66.7%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	25.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	83.3%	84.2%	*	80.0%	83.3%	-	-	-	*	*	62.5%	*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	5.2%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	7.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.5%	77.3%	*	*	87.5%	-	*	-	*	16.7%	42.9%	-
2016-17	56.5%	74.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.8%	77.3%	*	*	87.5%	-	*	-	*	16.7%	42.9%	-
2016-17	84.0%	83.2%	84.2%	*	80.0%	83.3%	-	-	-	*	*	62.5%	*

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	22	100.0%	347,893	100.0%
By Ethnicity:				
African American	3	13.6%	43,502	12.5%
Hispanic	1	4.5%	173,272	49.8%
White	16	72.7%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	1	4.5%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	1	4.5%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	5	22.7%	49,432	14.2%
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%
Foundation H.S. Program (DLA)	17	77.3%	272,526	78.3%
Special Education Graduates	6	27.3%	25,962	7.5%
Economically Disadvantaged Graduates	7	31.8%	166,956	48.0%
LEP Graduates	0	0.0%	21,359	6.1%
At-Risk Graduates	6	27.3%	144,805	41.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

District Name: NECHES ISD

County Name: ANDERSON

District Number: 001906

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	64.5%	90.9%	*	*	87.5%	-	*	-	*	83.3%	100.0%	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	42.8%	68.2%	*	*	81.3%	-	*	-	*	0.0%	28.6%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.1%	72.7%	*	*	81.3%	-	*	-	*	16.7%	42.9%	-
Mathematics													
2017-18	46.0%	37.5%	68.2%	*	*	81.3%	-	*	-	*	0.0%	28.6%	-
Both Subjects													
2017-18	42.1%	32.7%	68.2%	*	*	81.3%	-	*	-	*	0.0%	28.6%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	27.7%	54.5%	*	*	62.5%	-	*	-	*	0.0%	28.6%	-
2016-17	19.9%	26.6%	57.9%	*	20.0%	75.0%	-	-	-	*	*	25.0%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	7.6%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	20.1%	7.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.7%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.3%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	37.3%	22.7%	*	*	6.3%	-	*	-	*	83.3%	71.4%	-
2016-17	13.2%	17.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.8%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	2.7%	3.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.9%	18.2%	*	*	6.3%	-	*	-	*	66.7%	57.1%	-
2016-17	1.0%	0.9%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	52.6%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	17.3%	24.3%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.9%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	2.2%	2.8%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.0%	4.5%	*	*	0.0%	-	*	-	*	16.7%	14.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.3%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	0.5%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	33.5%	72.7%	*	*	81.3%	-	*	-	*	16.7%	42.9%	-
2016-17	23.4%	26.9%	68.4%	*	40.0%	75.0%	-	-	-	*	*	25.0%	*
Mathematics													
2017-18	23.7%	24.5%	68.2%	*	*	81.3%	-	*	-	*	0.0%	28.6%	-
2016-17	19.8%	21.6%	63.2%	*	40.0%	75.0%	-	-	-	*	*	25.0%	*
Both Subjects													
2017-18	18.1%	19.0%	68.2%	*	*	81.3%	-	*	-	*	0.0%	28.6%	-
2016-17	12.9%	14.7%	63.2%	*	40.0%	75.0%	-	-	-	*	*	25.0%	*
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	76.2%	45.5%	*	*	56.3%	-	*	-	*	16.7%	28.6%	-
2016-17	50.5%	68.0%	73.7%	*	80.0%	75.0%	-	-	-	*	*	87.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	2.2%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	0.8%	0.8%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Mathematics													
2017-18	3.9%	3.6%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	1.4%	1.8%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Both Subjects													
2017-18	0.9%	0.5%	0.0%	*	*	0.0%	-	*	-	*	0.0%	0.0%	-
2016-17	0.2%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	11.6%	0.0%	0.0%	*	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	26.2%	11.7%	0.0%	*	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
English Language Arts													
2018	15.3%	6.6%	0.0%	0.0%	*	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.9%	7.2%	0.0%	*	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
Mathematics													
2018	7.3%	2.7%	0.0%	0.0%	*	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	7.2%	2.4%	0.0%	*	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
Science													
2018	10.8%	4.0%	0.0%	0.0%	*	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	10.9%	3.5%	0.0%	*	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
Social Studies													
2018	14.5%	5.4%	0.0%	0.0%	*	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.0%	5.0%	0.0%	*	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	36.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	40.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	32.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	33.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	34.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	32.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	55.7%	50.0%	*	*	50.0%	-	*	-	*	n/a	50.0%	n/a
2016-17	73.5%	56.9%	36.8%	0.0%	40.0%	41.7%	-	-	-	0.0%	n/a	11.1%	n/a
At/Above Criterion													
2017-18	37.9%	32.6%	45.5%	*	*	50.0%	-	*	-	-	n/a	*	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1051	1124	-	*	1138	-	*	-	-	n/a	*	n/a
English Language Arts and Writing													
2017-18	521	532	571	-	*	582	-	*	-	-	n/a	*	n/a
Mathematics													
2017-18	515	519	553	-	*	557	-	*	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	19.9	20.6	*	*	*	-	*	-	-	n/a	*	n/a
English Language Arts													
2017-18	20.3	19.5	20.6	*	*	*	-	*	-	-	n/a	*	n/a
Mathematics													
2017-18	20.6	19.6	19.7	*	*	*	-	*	-	-	n/a	*	n/a
Science													
2017-18	20.9	20.2	21.6	*	*	*	-	*	-	-	n/a	*	n/a

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.5%	40.2%	30.0%	44.4%	40.0%	-	*	-	*	13.3%	23.7%	-
2016-17	37.1%	29.6%	30.0%	25.0%	35.7%	30.9%	-	*	-	0.0%	5.0%	15.6%	*
English Language Arts													
2017-18	17.3%	15.0%	21.0%	10.0%	12.5%	24.1%	-	*	-	*	0.0%	5.4%	-
2016-17	16.8%	14.0%	19.8%	12.5%	14.3%	21.8%	-	*	-	0.0%	0.0%	9.1%	*
Mathematics													
2017-18	20.7%	19.5%	19.4%	10.0%	11.1%	20.8%	-	*	-	*	8.3%	8.6%	-
2016-17	19.5%	16.2%	13.1%	12.5%	28.6%	11.4%	-	*	-	0.0%	0.0%	9.1%	*
Science													
2017-18	21.2%	21.1%	18.6%	12.5%	11.1%	18.2%	-	*	-	*	18.2%	14.3%	-
2016-17	5.7%	2.8%	1.1%	0.0%	0.0%	1.5%	-	*	-	*	0.0%	0.0%	-
Social Studies													
2017-18	22.8%	15.2%	28.7%	20.0%	44.4%	27.8%	-	*	-	*	0.0%	15.8%	-
2016-17	21.8%	14.0%	24.1%	25.0%	14.3%	26.3%	-	*	-	0.0%	0.0%	6.8%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	52.6%	73.7%	*	40.0%	83.3%	-	-	-	*	*	44.4%	*
2015-16	54.7%	53.2%	62.9%	*	*	62.1%	-	-	-	-	40.0%	53.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	53.9%	85.7%	*	*	90.0%	-	-	-	*	*	*	-
2015-16	55.7%	50.6%	68.4%	*	*	68.8%	-	-	-	-	*	66.7%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Student Information

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	366	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	15,122	0.3%
Pre-Kindergarten	11	3.0%	238,810	4.4%
Kindergarten	23	6.3%	373,435	6.9%
Grade 1	25	6.8%	386,567	7.1%
Grade 2	35	9.6%	387,490	7.2%
Grade 3	26	7.1%	395,637	7.3%
Grade 4	28	7.7%	411,805	7.6%
Grade 5	25	6.8%	417,388	7.7%
Grade 6	29	7.9%	417,587	7.7%
Grade 7	28	7.7%	406,716	7.5%
Grade 8	29	7.9%	404,933	7.5%
Grade 9	27	7.4%	436,449	8.1%
Grade 10	23	6.3%	400,571	7.4%
Grade 11	32	8.7%	372,899	6.9%
Grade 12	25	6.8%	350,991	6.5%
Ethnic Distribution:				
African American	31	8.5%	684,349	12.6%
Hispanic	51	13.9%	2,847,629	52.6%
White	268	73.2%	1,484,069	27.4%
American Indian	1	0.3%	20,362	0.4%
Asian	0	0.0%	242,247	4.5%
Pacific Islander	0	0.0%	8,254	0.2%
Two or More Races	15	4.1%	129,490	2.4%
Economically Disadvantaged	175	47.8%	3,283,812	60.6%
Non-Educationally Disadvantaged	191	52.2%	2,132,588	39.4%
Section 504 Students	25	6.8%	354,440	6.5%
English Learners (EL)	7	1.9%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	75,963	1.4%
Students w/ Dyslexia	7	1.9%	194,074	3.6%
At-Risk	97	26.5%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	32		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	22	68.8%	221,426	42.4%
Students with Physical Disabilities	6	18.8%	114,118	21.9%
Students with Autism	*	*	71,373	13.7%
Students with Behavioral Disabilities	*	*	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	5.6%	1.7%	0.0%	6.2%
Grade 1	0.0%	3.1%	0.0%	5.5%
Grade 2	0.0%	1.8%	0.0%	2.3%
Grade 3	0.0%	1.1%	33.3%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	4.8%	7.2%	0.0%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	0	0.0%	6,321	0.3%

Class Size Information District State

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

Elementary:		
Kindergarten	23.0	18.9
Grade 1	12.5	18.8
Grade 2	17.1	18.7
Grade 3	13.0	18.9
Grade 4	13.5	19.2
Grade 5	12.5	21.2
Grade 6	14.5	20.4
Secondary:		
English/Language Arts	11.4	16.6
Foreign Languages	8.0	18.9
Mathematics	11.8	17.8
Science	12.8	18.9
Social Studies	12.9	19.3

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	63.9	100.0%	719,502.5	100.0%
Professional Staff:	43.0	67.3%	461,380.1	64.1%
Teachers	33.5	52.4%	358,450.1	49.8%
Professional Support	2.0	3.1%	72,848.5	10.1%
Campus Administration (School Leadership)	3.0	4.7%	21,812.7	3.0%
Central Administration	4.5	7.1%	8,268.8	1.1%
Educational Aides:	8.0	12.5%	74,292.4	10.3%
Auxiliary Staff:	12.9	20.2%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	1.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	8.0	12.5%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	3.0%	37,875.6	10.6%
Hispanic	0.0	0.0%	99,261.7	27.7%
White	32.5	97.0%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	0.0	0.0%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	7.5	22.3%	85,138.1	23.8%
Females	26.0	77.7%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	33.0	98.6%	263,991.5	73.6%
Masters	0.5	1.4%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	24,953.3	7.0%
1-5 Years Experience	8.0	23.9%	103,762.4	28.9%
6-10 Years Experience	4.0	11.9%	68,136.0	19.0%
11-20 Years Experience	12.0	35.8%	105,158.7	29.3%
Over 20 Years Experience	8.5	25.3%	56,439.7	15.7%
Number of Students per Teacher	10.9	n/a	15.1	n/a

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	13.0	6.3
Average Years Experience of Principals with District	12.0	5.4
Average Years Experience of Assistant Principals	1.0	5.3
Average Years Experience of Assistant Principals with District	1.0	4.7
Average Years Experience of Teachers:	13.4	11.1
Average Years Experience of Teachers with District:	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$36,158	\$47,218
1-5 Years Experience	\$35,753	\$50,408
6-10 Years Experience	\$40,143	\$52,786
11-20 Years Experience	\$46,056	\$56,041
Over 20 Years Experience	\$58,548	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$45,754	\$54,122
Professional Support	\$47,950	\$64,069
Campus Administration (School Leadership)	\$73,626	\$78,947
Central Administration	\$51,336	\$103,400
Instructional Staff Percent:	60.4%	64.5%
Turnover Rate for Teachers:	14.4%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: NECHES ISD
 County Name: ANDERSON
 District Number: 001906

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	7	1.9%	1,066,099	19.7%
Career & Technical Education	160	43.7%	1,424,391	26.3%
Gifted & Talented Education	22	6.0%	436,361	8.1%
Special Education	32	8.7%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,092.5	6.4%
Career & Technical Education	3.5	10.4%	17,483.0	4.9%
Compensatory Education	0.3	0.9%	9,548.1	2.7%
Gifted & Talented Education	0.6	1.9%	7,164.0	2.0%
Regular Education	27.0	80.6%	255,885.2	71.4%
Special Education	2.1	6.2%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- '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 2017-18 Financial Actual Report](#)