



North East ISD Annual Report

PRESENTATION TO THE NORTH EAST ISD
DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)

JANUARY 8, 2025

Agenda



Texas Academic Performance Report (TAPR): Commissioner's Rules on Reporting Requirements (Texas Administrative Code 19, Subchapter BB.), the District is required to provide a hearing for public discussion of the Texas Academic Performance Report (TAPR) provided by the Texas Education Agency (TEA) under the Texas Education Code, §39.306. (Annual Report)



NEISD Balanced District Scorecard update: North East ISD Board of Trustees developed a Balanced District Scorecard to define key priorities related to students, staff, stakeholders, and stewardship. This scorecard allows for the board to receive an annual update for the purpose of progress monitoring



House Bill 3 (HB3) District Board Goals update: House Bill 3 (HB 3) requires school districts to adopt plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).

8 Sections to the 2023-24 District Annual Report

- 2023-24 District Accreditation Status
- 2023-24 Texas Academic Performance Report (TAPR)
(For the [District](#) and each [Campus](#) in the District) * estimated
- Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
- Report on Violent or Criminal Incidents on Campuses
- Campus Performance Objectives *
- Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District
 - ❑ New 5-year goals for the District will be provided
- PEIMS Financial Standard Report (2022-23 Financial Actual Report) *
(For the District and each Campus in the District)
- 2023-24 TAPR Glossary

Much of the data points found in the TAPR and * specific items for this annual report have been released by TEA earlier and were provided to the board in previous community meetings. This Annual Report will refer to those meetings when possible.

[2023–24 TEA Guidelines](#)

2023-24 District Accreditation Status

- **Generally, each year TEA assigns one of four accreditation statuses to each district in the state:**
 1. Accredited
 2. Accredited-Warned
 3. Accredited-Probation
 4. Not Accredited-Revoked

- **In assigning an accreditation status to a district, TEA considers:**
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)

- ***TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change***

- **The most recent *District's 2022-23 accreditation* is: ACCREDITED**

2023-24 Texas Academic Performance Report (TAPR)

➤ 2023-24 Texas Academic Performance Report ([NEISD'S PDF TAPR](#))

(For the [District](#) and each [Campus](#) in the District)

➤ Compiled by TEA for every district and campus using

- ❑ Public Education Information Management System (PEIMS)
- ❑ Student Assessment Data

➤ 2023-24 TAPR is published as a PDF

- ❑ Includes a wide range of information on the performance of students in each district and campus in the state
- ❑ Performance is disaggregated by student groups, including ethnicity and socioeconomic status
- ❑ Provides extensive information on school and district staff, programs, and student demographics

➤ Ratings and Distinctions

- ❑ Typically, the Cover Page includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations

The issuance of the A–F ratings under 2023 & 2024 rule is pending and subject to change.

Therefore, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status.

2023-24 Texas Academic Performance Report (TAPR)

➤ **Student Information**

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

➤ **Staff Information**

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

2023-24 Texas Academic Performance Report (TAPR)

➤ STAAR Performance – reported for 2024 and 2023

All 3 performance rates

- *Approaches Grade Level or Above*
- *Meets Grade Level or Above*
- *Masters Grade Level*

Reported for

- **Each Assessment** (including SAT/ACT for Accelerated Testers)
- **All Grades All Subjects**
- **All Grades by Subject**
- **By Enrolled Grade**

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 NORTH EAST ISD (015910) - BEXAR COUNTY

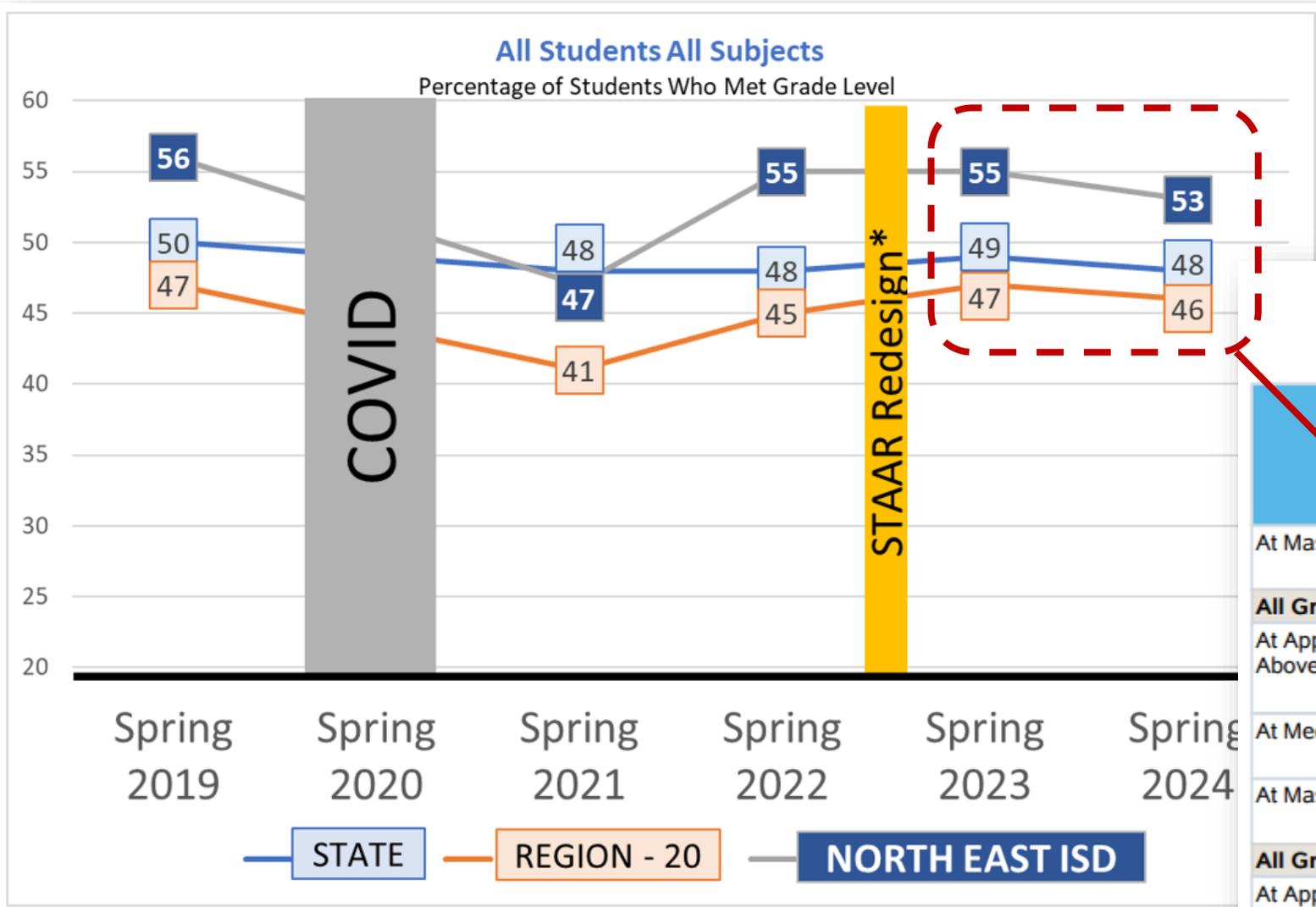
	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	72%	77%	64%	75%	89%	*	84%	67%	82%	53%	82%	80%	71%	68%	68%
	2023	76%	74%	79%	68%	76%	89%	70%	84%	*	87%	55%	89%	81%	74%	70%	69%
At Meets Grade Level or Above	2024	48%	46%	53%	39%	48%	66%	*	70%	50%	61%	28%	63%	56%	44%	40%	39%
	2023	50%	47%	55%	43%	50%	70%	40%	71%	*	65%	34%	57%	57%	50%	42%	43%
At Masters Grade Level	2024	21%	19%	23%	16%	20%	33%	*	37%	17%	31%	6%	24%	25%	19%	13%	19%
	2023	20%	17%	24%	8%	20%	36%	10%	38%	*	33%	8%	28%	25%	20%	14%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	68%	72%	55%	69%	83%	*	87%	86%	73%	49%	82%	75%	64%	62%	68%
	2023	73%	70%	74%	61%	71%	86%	70%	86%	*	75%	54%	87%	76%	70%	65%	71%
At Meets Grade Level or Above	2024	42%	39%	44%	26%	39%	59%	*	66%	43%	52%	24%	52%	46%	35%	31%	37%
	2023	45%	41%	47%	29%	40%	64%	30%	65%	*	53%	31%	59%	49%	41%	33%	39%
At Masters Grade Level	2024	15%	13%	17%	8%	12%	30%	*	36%	0%	22%	6%	24%	18%	12%	7%	12%
	2023	19%	16%	21%	10%	15%	33%	30%	37%	*	29%	9%	34%	22%	17%	11%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	84%	73%	81%	92%	78%	89%	*	91%	59%	93%	85%	81%	76%	72%
	2023	77%	76%	81%	69%	78%	89%	100%	90%	80%	91%	56%	85%	82%	79%	72%	70%
At Meets Grade Level or Above	2024	51%	48%	58%	45%	53%	73%	56%	71%	*	69%	27%	70%	60%	54%	45%	48%
	2023	48%	46%	56%	43%	49%	71%	43%	76%	0%	68%	26%	54%	58%	52%	42%	45%



2024 STATE ASSESSMENT BOARD REPORT

Pulled from state and regional accountability reports and the confidential [North East 2024 Accountability Summaries](#)

September 9, 2024 - Regular Meeting
[State Assessment Board Report](#)



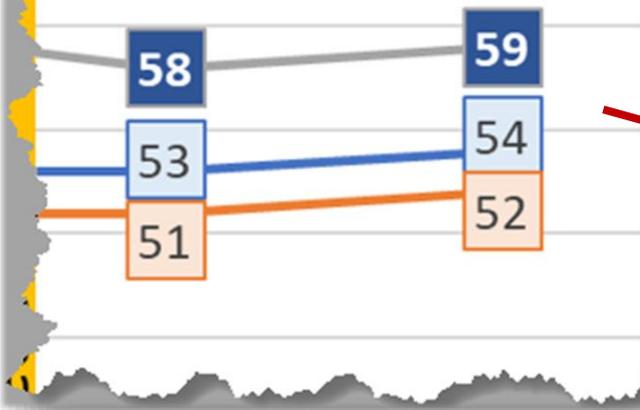
Texas
2023-24 STAAR
NORTH EAST

	School Year	State	Region 20	District	African American	Hispanic
At Masters Grade Level	2024	12%	5%	10%	3%	5%
	2023	12%	6%	8%	7%	5%
All Grades All Subjects						
At Approaches Grade Level or Above	2024	75%	73%	78%	65%	75%
	2023	76%	75%	80%	67%	77%
At Meets Grade Level or Above	2024	48%	46%	53%	37%	47%
	2023	49%	47%	55%	37%	48%
At Masters Grade Level	2024	20%	18%	23%	13%	17%
	2023	20%	18%	24%	13%	18%
All Grades ELA/Reading						
At Approaches Grade Level or Above	2024	76%	75%	79%	66%	76%
	2023	77%	76%	80%	67%	77%

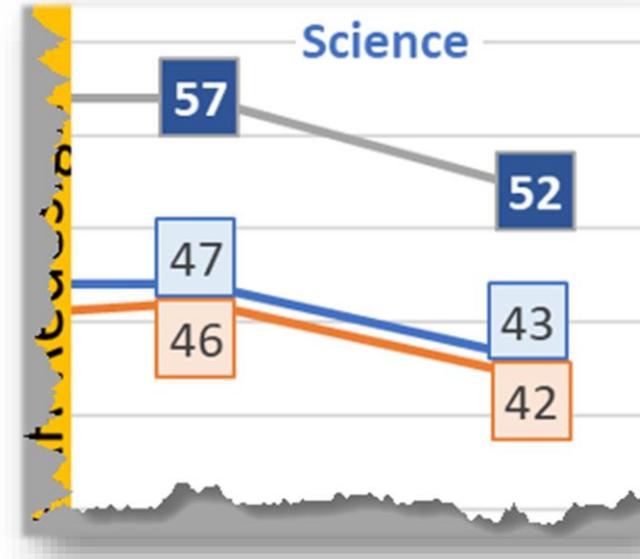
September 9, 2024 - Regular Meeting
[State Assessment Board Report](#)

[2023-24 Texas Academic Performance Report](#)

Reading Language Arts



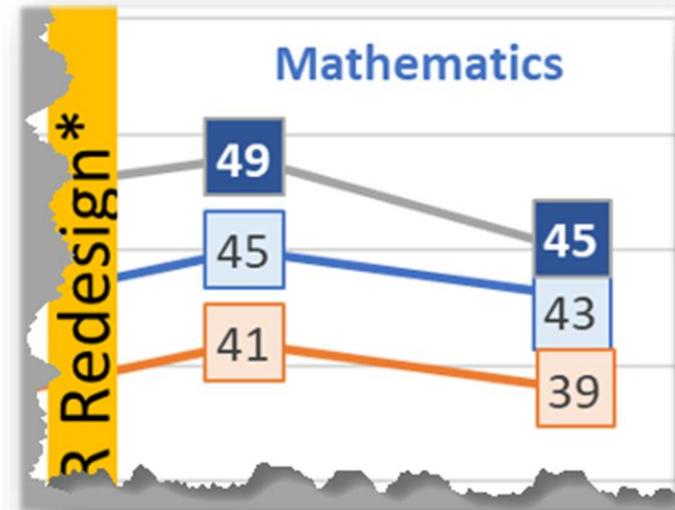
Science



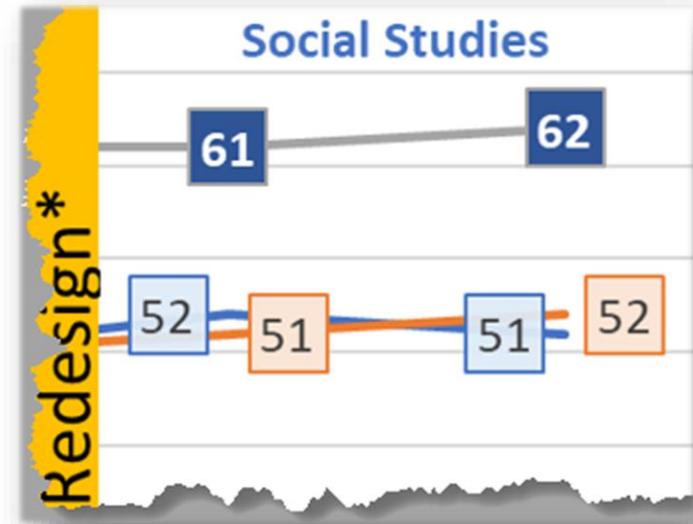
Texas Education Agency 2023-24 STAAR Performance (TAPR) NORTH EAST ISD (015910) - BEXAR COUNTY

	School Year	State	Region 20	District	African American
All Grades ELA/Reading					
At Approaches Grade Level or Above	2024	76%	75%	79%	
	2023	77%	76%	80%	
At Meets Grade Level or Above	2024	54%	52%	59%	
	2023	53%	51%	58%	
At Masters Grade Level	2024	22%	20%	25%	
	2023	20%	18%	24%	
All Grades Mathematics					
At Approaches Grade Level or Above	2024	72%	70%	75%	
	2023	75%	72%	79%	
At Meets Grade Level or Above	2024	43%	39%	45%	
	2023	45%	41%	49%	
At Masters Grade Level	2024	17%	14%	17%	
	2023	19%	16%	20%	
All Grades Science					
At Approaches Grade Level or Above	2024	75%	73%	80%	
	2023	77%	76%	82%	
At Meets Grade Level or Above	2024	43%	42%	52%	
	2023	47%	46%	57%	
At Masters Grade Level	2024	16%	15%	23%	
	2023	18%	18%	27%	
All Grades Social Studies					
At Approaches Grade Level or Above	2024	78%	79%	83%	
	2023	78%	78%	83%	
At Meets Grade Level or Above	2024	51%	52%	62%	
	2023	52%	51%	61%	
At Masters Grade Level	2024	27%	28%	39%	
	2023	27%	27%	38%	

Mathematics



Social Studies



September 9, 2024 - Regular Meeting
[State Assessment Board Report](#)

[2023-24 Texas Academic Performance Report](#)

2023-24 Texas Academic Performance Report (TAPR)

➤ **Bilingual Education/English as a Second Language**

- ❑ Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
 - Reported for 2024 and 2023
 - Bilingual/ESL Program Evaluation

As required by Texas Education Code 29.062, the [Bilingual/ESL program data and evaluation](#) was presented to the board during October's regularly scheduled board meeting. (October 7, 2024)

2023-24 Texas Academic Performance Report (TAPR)

➤ **Attendance, Graduation, and Dropout Rates – reported for 2022-23 and 2021-22 (the most recent years for which data have been reported to TEA)**

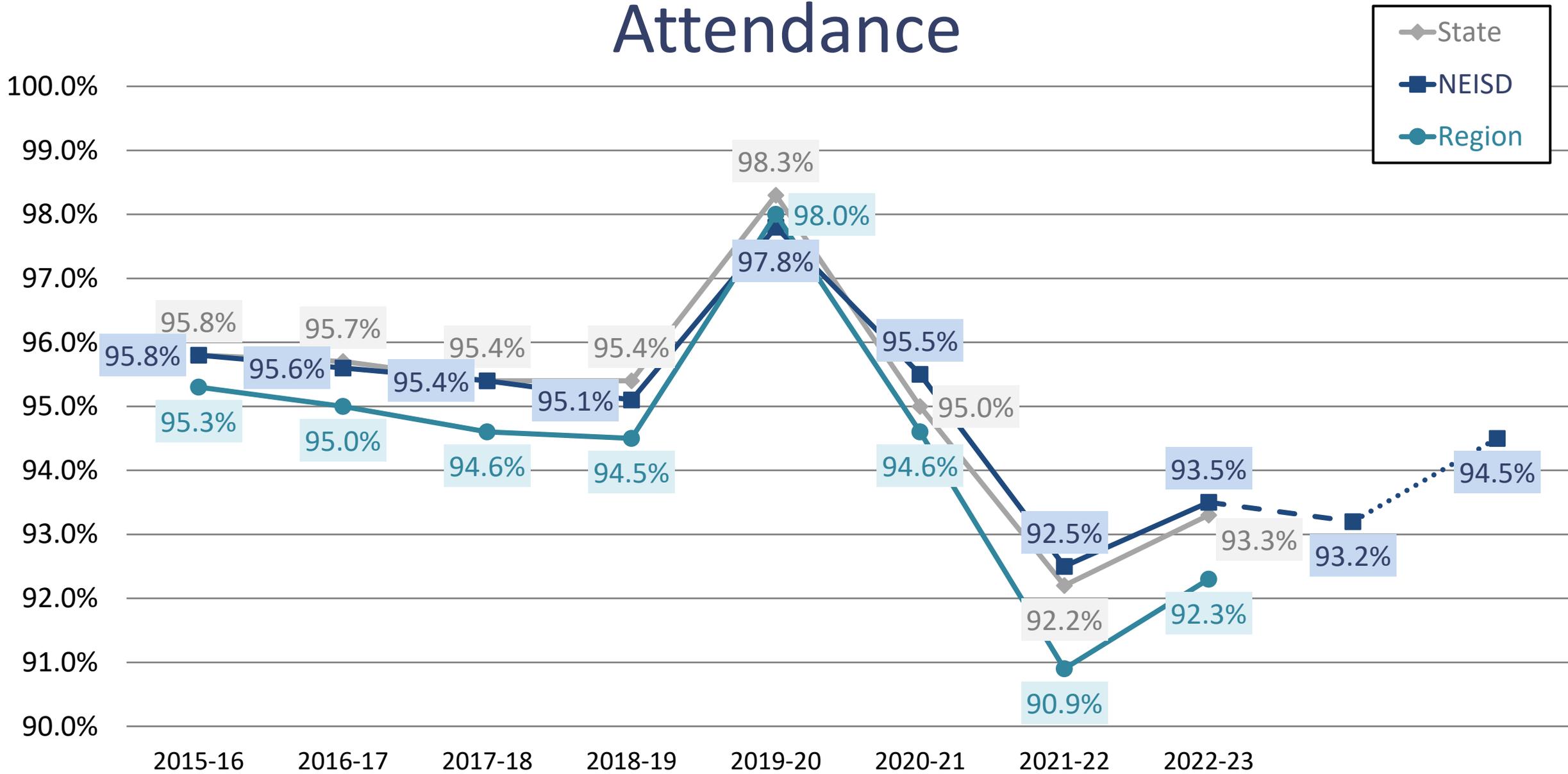
- ❑ Attendance Rate
- ❑ Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- ❑ 4-year Longitudinal Graduation Rates (State and Federal Rates)
- ❑ 5-year Extended Longitudinal Graduation Rates (State)
- ❑ 6-year Extended Longitudinal Graduation Rates (State)
- ❑ Graduation Plan Rates (Longitudinal and Annual)

➤ **Graduation Profile – 2022-23 Graduates**

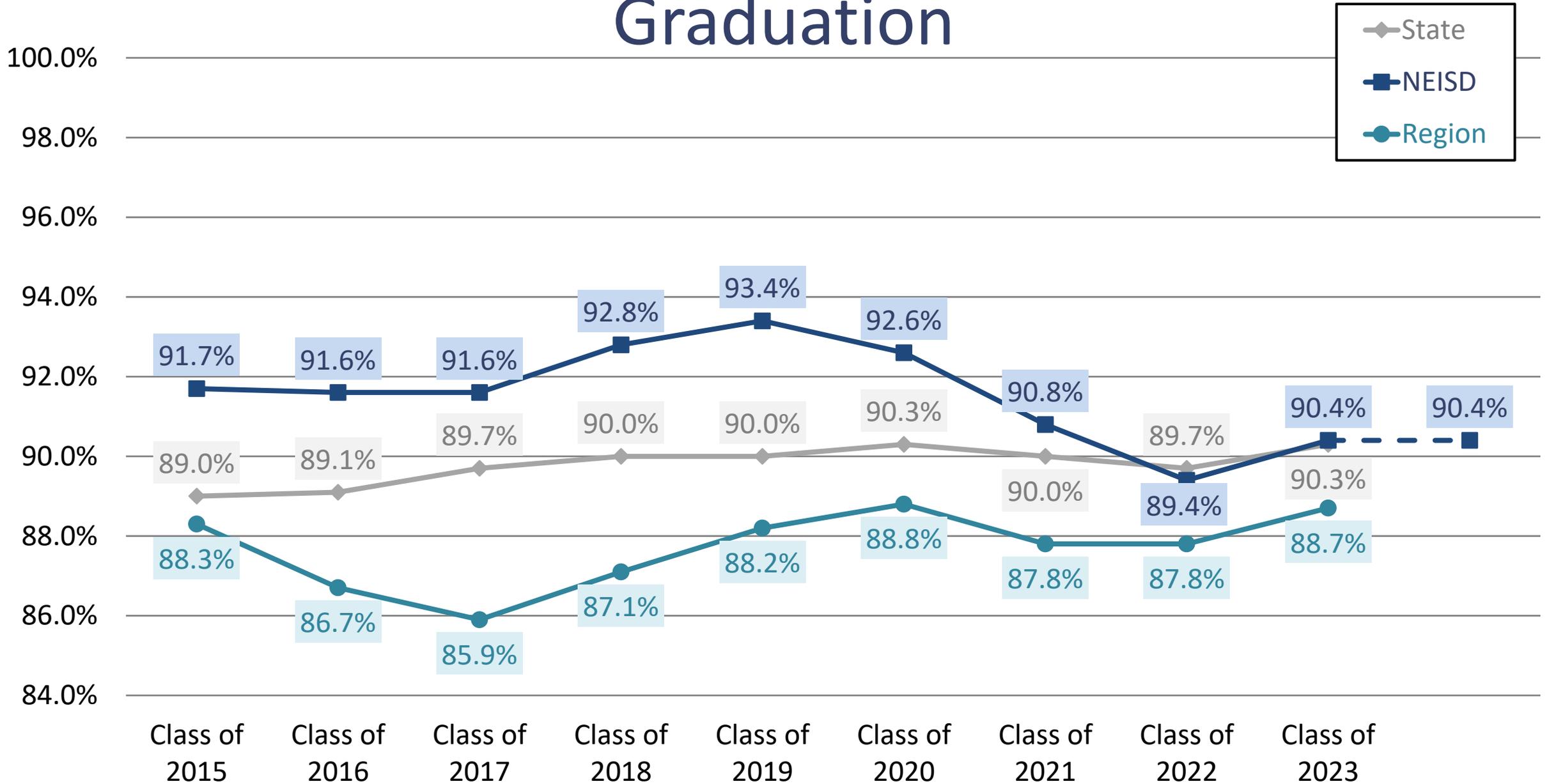
The most recent data for these measures are from the class of 2023.

Therefore, performance on these measures is reported for the classes of 2023 and 2022.

Attendance



Graduation



2023-24 Texas Academic Performance Report (TAPR)

➤ College, Career and Military Readiness (CCMR)

- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates

➤ CCMR-Related Indicators

- Texas Success Initiative Assessment (TSIA) Results
- Career and technical education (CTE) Coherent Sequence
- Completed and Received Credit for College Prep Courses
- Advanced Placement (AP)/International Baccalaureate (IB) Results
- SAT/ACT Results

➤ Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the class of 2023.

Therefore, performance on these measures is reported for the classes of 2023 and 2022.

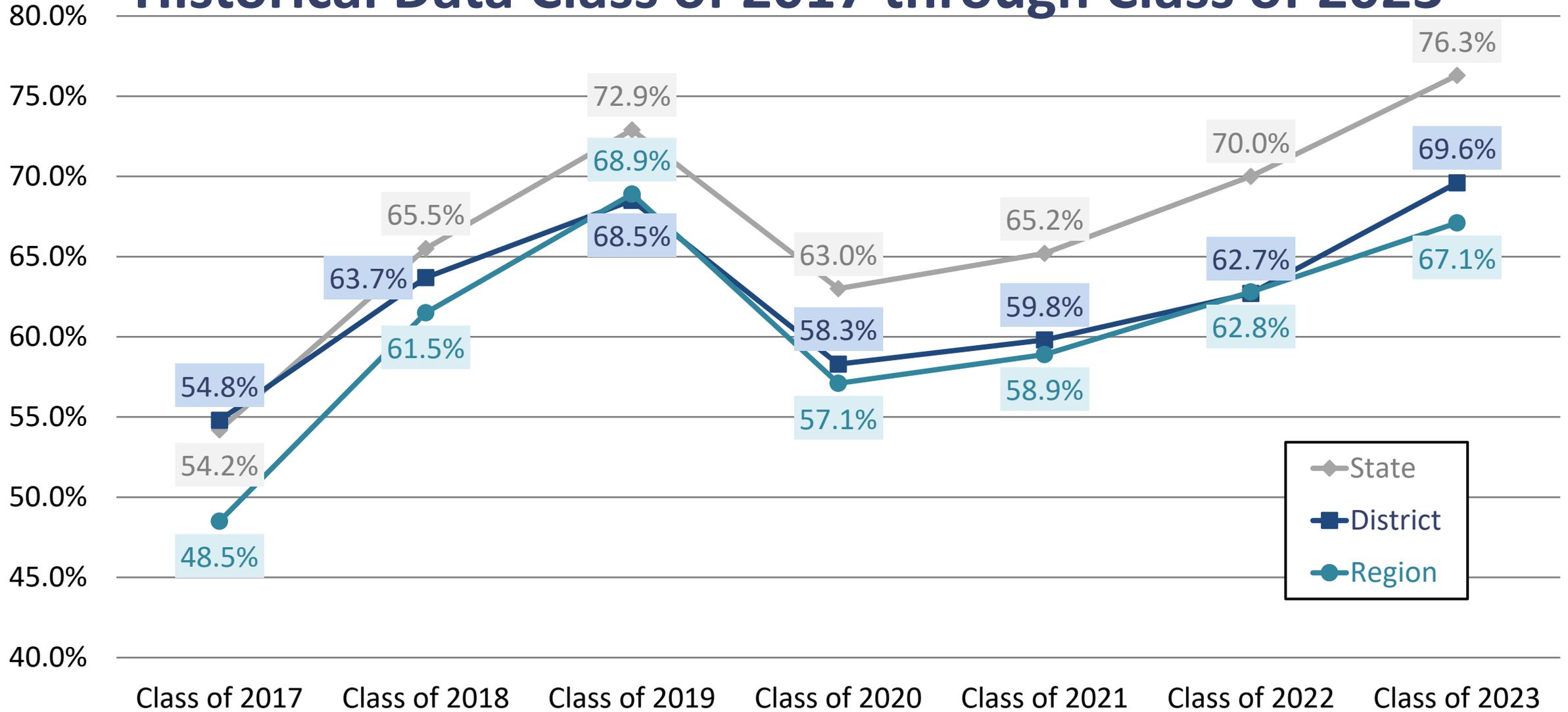
College, Career, and Military Ready (CCMR) Graduates

Class of 2022 & Class of 2023

College, Career, and Military Ready Indicators	State		NEISD	
	Class of 2022	Class of 2023	Class of 2022	Class of 2023
College Ready Graduates	52.9%	57.8%	48.6%	53.2%
TSI Criteria (SAT/ACT/TSIA/College Prep Course)	42.2%	48.4%	40.7%	45.4%
Dual Credit Criteria	24.0%	23.6%	11.7%	13.1%
AP/IB Criteria	20.5%	20.4%	30.2%	32.1%
OnRamps Credit Criteria	4.4%	4.8%	14.8%	16.6%
Career/Military Ready Graduates	33.5%	39.5%	26.1%	34.4%
Industry-Based Certification NEISD 9.0% Class of 2021	28.0%	33.4%	20.7%	28.4%
Graduate with Completed IEP and Workforce Readiness	2.5%	2.7%	4.3%	4.7%
U.S. Armed Forces Enlistment	N/A	0.6%	N/A	0.7%
College, Career, and Military Ready Graduates	70.0%	76.3%	62.7%	69.6%

College, Career, and Military Ready (CCMR) Graduates

Historical Data Class of 2017 through Class of 2023



THECB Report on Higher Education

This table shows NEISD graduates who attend Higher Education institutions in Texas.

**Not found includes students enrolled in higher education institutions outside the state of Texas as well as students for whom no record was found.*

Texas Higher Education Institutions	HS Graduates attending Higher Ed in Texas			
	2021-22 Graduates Entering Fall 2022		2022-23 Graduates Entering Fall 2023	
	Total Stu.	Percent	Total Stu.	Percent
San Antonio College	534	21.98%	554	21.91%
University of Texas - San Antonio	374	15.39%	402	15.90%
Northeast Lakeview College	236	9.71%	236	9.34%
Texas A&M University - College Station	159	6.54%	162	6.41%
Texas State University - San Marcos	140	5.76%	154	6.09%
University of Texas - Austin	117	4.81%	129	5.10%
St. Philips College	84	3.46%	117	4.63%
University of the Incarnet Word	111	4.57%	103	4.07%
Texas Tech University	111	4.57%	99	3.92%
Northwest Vista College	75	3.09%	85	3.36%
Blinn College	64	2.63%	48	1.90%
Palo Alto College	39	1.60%	42	1.66%
Texas A&M University - Corpus Christi	39	1.60%	36	1.42%
Baylor University	15	0.62%	31	1.23%
Texas A&M University - San Antonio	24	0.99%	30	1.19%
University of North Texas	23	0.95%	30	1.19%
<i>Other 4-Yr Institution</i>	248	9.18%	248	9.18%
<i>Other 2-Yr Institution</i>	37	1.50%	37	1.50%
Not trackable	326		318	
<i>Not found*</i>	2,009	↓ ENROLLED ↓	1,737	↓ ENROLLED ↓
Total high school graduates	4765	51.0%	4583	55.2%

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report with student performance is for **2021-22 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2020
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2022**, **Spring 2023**, and **Summer 2023** are added together and averaged to determine the GPA

High School Graduates from 2021-2022
Enrolled in Texas Public or Independent Higher Education in FY 2021
[Click here to get the report by High School](#)

<i>North East ISD</i>	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					Unknown
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	
Four-Year Public University	1140	185	99	148	250	450	5
				75% 2.5 or higher			
Two-Year Public Colleges	1237	310	182	173	234	288	50
				59% 2.5 or higher			
Independent Colleges & Universities	222						
Not Trackable	326						
Not Found	1840						
Total High School Graduates	4765						

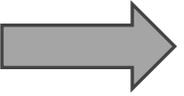
Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ Number, rate and type of violent or criminal incidents that occurred in [district](#) and on each [campus](#) (to the extent permitted under FERPA)
 - ❑ Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - ❑ Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2023-24 school year is available for review at the district's central office and at each campus in the district

[Click here to access all Discipline Reports](#)

Violent and Criminal Incidents

[Click here to access all Discipline Reports](#)



[About](#)
[All Discipline Actions](#)
Reason Incidents/Discipline Actions
[ISS](#)
[OSS](#)
[DA](#)

School Year

[2008-2009](#)
[2009-2010](#)
[2010-2011](#)
[2011-2012](#)
[2012-2013](#)
[2013-2014](#)
[2014-2015](#)
[2015-2016](#)
[2016-2017](#)

DISTRICT
DISTRICT NAME

All NORTH EAST ISD

District Level Reason Incident Counts

YEAR	DESCRIPTION	REGION	DISTRICT NAME
2022-2023	02- CONDUCT PUNISHABLE AS A FELONY	20	NORTH EAST ISD
2022-2023	04- CONTROLLED SUBSTANCE/DRUGS	20	NORTH EAST ISD
2022-2023	05- ALCOHOL VIOLATION	20	NORTH EAST ISD
2022-2023	07- PUBLIC LEWDNESS/INDCT EXPOSURE	20	NORTH EAST ISD
2022-2023	09- TITLE 5 FELONY - OFF CAMPUS	20	NORTH EAST ISD
2022-2023	11- FIREARM OR HANDGUN VIOLATION	20	NORTH EAST ISD
2022-2023	12- UNLWFL CRY LOC RSTRICTED KNIFE	20	NORTH EAST ISD

Violent and Criminal Incidents

[Click here to access all Discipline Reports](#)

Violent and Criminal Incident	21-22	22-23	23-24
Conduct Punishable as a Felony	12	15	15
Assault under Penal Code 22.01(a) against a school district employee or volunteer	89	99	110
Assault under Penal Code 22.01(a) against anyone other than a school district employee or volunteer	239	253	238
Fighting / mutual combat	18	17	55
Possessed, sold, used or was under the influence of an alcoholic beverage	41	31	25
Possessed, sold, used or was under the influence of marijuana or other controlled substance (2022 & 2023 – Code 04; 2024 – Codes 04, 62, 63, & 64)	215	629	941
Terroristic threat	43	44	32

Campus Performance Objectives

➤ Campus Instructional Improvement Plans (CIIP)

- ❑ Each campus has developed and is implementing a CIIP, as required by TEC §11.253
- ❑ Each CIIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- ❑ Each campus **periodically measures progress** toward its performance objectives
- ❑ Updated CIIPs for the 2024-25 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the [district's website](#) and are available for review at the district's central office or at the applicable campus

The Campus Instructional Improvement Plans (CIIPs) were presented to the board during November's regularly scheduled board meeting. (November 11, 2024)

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals and set new 5-year goals.

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the [district](#) and each [campus](#) in the district toward meeting the goals set in the district's:
 - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district as of the end of the 2023-24 school year is summarized in the HB 3 Progress Report.
- The process of setting new 5-year goals for the district and each campus through the end of the 2028-29 school year will be shared as part of this presentation.

The HB 3 goals for the North East ISD will be presented to this board for approval later in this meeting. (January 13, 2024)

PEIMS Financial Standard Reports ([TEA Website](#)) 2022-23 Financial Actual Reports

X.B. Balanced District Scorecard Priority 4

2022-23 Actual Financial Data ([NEISD's Report](#))

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2022-23 Actual Financial Data ([Campus Reports](#))

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2022-23 is the most recent year available on TEA's website. This data was presented to the Board in November 2023 and posted to TEA's website in Spring 2024.

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The [TAPR Glossary](#) provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in late winter
- The 2023-24 TAPR Glossary includes the following language:

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website at <https://www.neisd.net/Page/31064> within 2 weeks after this meeting
- Paper copies will also be available at the information desk in the lobby of this building and each campus
- For questions or more information, contact:

BranDe Merriman, *Director for Performance and Accountability*
210-407-0049 or bmerri@neisd.net





North East ISD District Scorecard Update

Priority 1 Students

NEISD Balanced District Scorecard

Scorecard Updates

PRIORITIES	OBJECTIVES	Data Sources Available	Key Actions District Instructional Improvement Plan (DIIP)	Progress Measures	5 Year Growth Plan/Long-term outcomes																										
STUDENTS: We support students in a multitude of ways to nurture their learning	1.1: Each child will demonstrate academic growth and critical thinking skills	Texas Academic Performance Report (TAPR): State of Texas Assessments of Academic Readiness (STAAR) Graduation Rates College Credits Industry Based Certifications (IBC) TEA 60X30 plan campus improvement plans HB3 2025-2029	1.1a: Curriculum - Ensuring fidelity to the NEISD guaranteed and viable curriculum by fostering instructional partnerships that support the effective delivery of the intended curriculum, ensuring students in each grade level or course achieve the desired outcomes.	1.1 a: District end of unit assessments (DEUA), common formative assessment, targeted instructional rounds, learning walks, PLC fidelity checks, and professional learning surveys, STAAR.	Improve STAAR percentage rates for students reaching approaches (combined test scores): Due to our district missing our goal by 2% we have amended our 5 year plan with a goal of still reaching a 90% success rate by 2027-2028. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr style="background-color: #fff9c4;"> <th style="width: 50%;">Goals 2023-2024</th> <th style="width: 50%;">New Goals 2024-2025</th> </tr> </thead> <tbody> <tr> <td>2022-2023: 80%</td> <td>2023-2024: 78% (actual -2% drop)</td> </tr> <tr> <td>- 23-24: 82%</td> <td>- 24-25: 82%</td> </tr> <tr> <td>- 24-25: 84%</td> <td>- 25-26: 85%</td> </tr> <tr> <td>- 25-26: 86%</td> <td>- 26-27: 88%</td> </tr> <tr> <td>- 26-27: 88%</td> <td>- 27-28: 90%</td> </tr> <tr> <td>- 27-28: 90%</td> <td></td> </tr> </tbody> </table> New Meets Performance Level goal for 2024-2025 added to our 5-year plan. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="width: 50%;">2023-2024</th> <th style="width: 50%;">New Goals 2024-2025</th> </tr> </thead> <tbody> <tr> <td>No Specific Goals Addressed</td> <td>2022-2023: 55% (actual) 2023-2024: 53% (actual)</td> </tr> <tr> <td></td> <td>- 24-25: 55%</td> </tr> <tr> <td></td> <td>- 25-26: 57%</td> </tr> <tr> <td></td> <td>- 26-27: 58%</td> </tr> <tr> <td></td> <td>- 27-28: 59%</td> </tr> </tbody> </table>	Goals 2023-2024	New Goals 2024-2025	2022-2023: 80%	2023-2024: 78% (actual -2% drop)	- 23-24: 82%	- 24-25: 82%	- 24-25: 84%	- 25-26: 85%	- 25-26: 86%	- 26-27: 88%	- 26-27: 88%	- 27-28: 90%	- 27-28: 90%		2023-2024	New Goals 2024-2025	No Specific Goals Addressed	2022-2023: 55% (actual) 2023-2024: 53% (actual)		- 24-25: 55%		- 25-26: 57%		- 26-27: 58%		- 27-28: 59%
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	- 27-28: 59%																														
1.1b: Instruction -Guiding and supporting campuses in the utilization and implementation of the NEISD instructional framework, which allows for higher levels of thinking, synthesizing, evaluating, and reasoning.	1.1 b: Targeted instructional rounds, learning walks, PLC fidelity checks, and professional learning surveys.																														
1.1c: Assessment - Implementing a balanced assessment system that continuously monitors,	1.1 c: Common formative assessments, universal screeners,																														

Priority: Students

We support students in a multitude of ways to nurture their learning

Objective 1.1: Each child will demonstrate academic growth and critical thinking skills

Key Actions

1.1a: Curriculum -

Ensuring fidelity to the NEISD guaranteed and viable curriculum by fostering instructional partnerships that support the effective delivery of the intended curriculum, ensuring students in each grade level or course achieve the desired outcomes.

1.1b: Instruction -

Guiding and supporting campuses in the utilization and implementation of the NEISD instructional framework, which allows for higher levels of thinking, synthesizing, evaluating, and reasoning.

1.1c: Assessment -

Implementing a balanced assessment system that continuously monitors, measures, and provides students and parents with feedback to support their academic growth.

5 Year Growth Plan/Long-term Outcomes

**Improve STAAR percentage rates for students reaching approaches
(combined test scores)**

Due to our district missing our goal by 2% we have amended our 5 year plan with a goal of still reaching a 90% success rate by 2027-2028.

Goals 2023-2024	New Goals 2024-2025
2022-2023: 80% - 23-24: 82% - 24-25: 84% - 25-26: 86% - 26-27: 88% - 27-28: 90%	2023-2024: 78% (actual -2% drop) - 24-25: 82% - 25-26: 85% - 26-27: 88% - 27-28: 90%

New Meets Performance Level goal for 2024-2025 added to our 5-year plan.

2023-2024	New Goals 2024-2025
No Specific Goals Addressed	2022-2023: 55% (actual) 2023-2024: 53% (actual) - 24-25: 55% - 25-26: 57% - 26-27: 58% - 27-28: 59%

New Masters Performance Level goal for 2024-2025 added to our 5-year plan.

2023-2024	New Goals 2024-2025
No Specific Goals Addressed	2022-2023: 24% (actual) 2023-2024: 23% (actual) - 24-25: 25% - 25-26: 26% - 26-27: 27% - 27-28: 28%

5 Year Growth Plan/Long-term Outcomes

Meet or exceed HB 3 yearly Board Goals in Early Literacy and Math

Early Literacy	Math
3rd STAAR Reading 2023-2024: 63% - 23-24: 52% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	3rd STAAR Math 2023-2024: 55% - 23-24: 43% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:
CIRCLE Literacy 2023-2024: 80% - 23-24: 69% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	CIRCLE Math 2023-2024: 87% - 23-24: 79% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:

Early Literacy	Math
MAP Growth Kinder 2023-2024: 53% - 23-24: 53% ✓ - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	MAP Growth Kinder 2023-2024: 68% - 23-24: 55% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:
MAP Growth 1st-3rd 2023-2024: 60% - 23-24: 50% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	MAP Growth 1st-3rd 2023-2024: 63% - 23-24: 54% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:

5 Year Growth Plan/Long-term Outcomes

Meet or exceed HB 3 yearly Board Goals in CCMR Progress Measure 4 and 6th grade Reading and Math

CCMR Progress Measure 4	6th Grade Reading STAAR	6th Grade Math STAAR
2023-2024: 70% - 23-24: 65% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	2023-2024: 60% - 23-24: 57% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:	2023-2024: 55% - 23-24: 42% - 24-25: - 25-26: - 26-27: - 27-28: - 28-29:

Priority: Students

We support students in a multitude of ways to nurture their learning

Objective 1.2: Campuses will provide quality programs to support college, career, military (CCMR), and life readiness

Key Actions

1.2a: Ensuring access for all campuses to provide systems, programs, and outreach strategies to develop college, career, military, and life readiness skills from Pre-Kindergarten and beyond.

1.2b: Providing all secondary schools access to advanced courses, Career and Technical Education (CTE) Programs aligned with workforce demands and targeted support systems taught by highly trained teachers.

1.2c: Providing access to postsecondary-focused events for all students.

5 Year Growth Plan/Long-term Outcomes

Increase number of high school students enrolled in at least one potential College Credit bearing class (AP/Dual Credit/OnRamps)

Due to our district exceeding our goal by 3%, we have amended our 5-year plan with a new goal of reaching a 54% success rate by 2027-2028.

Goals 2023-2024	New Goals 2024-2025
2022-2023: 41.3% <ul style="list-style-type: none">• 23-24: 43%• 24-25: 45%• 25-26: 47%• 26-27: 49%• 27-28: 51%	2023-2024: 46% (+ 4.7% growth) <ul style="list-style-type: none">• 24-25: 48%• 25-26: 50%• 26-27: 52%• 27-28: 54%

5 Year Growth Plan/Long-term Outcomes

Improve the percentage of graduates with an approved Industry Based Certifications (IBC) earned:

Due to our district exceeding our goal by 5.4% we have amended our 5-year plan with a new goal of reaching a 37% success rate by 2027-2028.

Goals 2023-2024	New Goals 2024-2025
2022-2023: 20.7% <ul style="list-style-type: none">• 23-24: 23%• 24-25: 25%• 25-26: 27%• 26-27: 29%• 27-28: 31%	2023-2024: 28.4 (+7.7% growth) <ul style="list-style-type: none">• 24-25: 31• 25-26: 33• 26-27: 35• 27-28: 37

Priority: Students

We support students in a multitude of ways to nurture their learning

Objective 1.3: Students will have opportunities, aligned with their interest, to increase a sense of belonging and engagement

Key Actions

1.3a: Utilizing an annual survey to gather information around student interest and offer a variety of programs to meet their needs.

1.3b: Implementing high quality ambassador programs to help welcome new or disconnected students into a positive and welcoming environment.

5 Year Growth Plan/Long-term Outcomes

Increase student enrollment and retention in

Athletics:

2023-2024: In grades **7-12** approximately **34.6%** of all students participate in Athletics.

- 24-25 - 35% ✓
- 25-26 - 37%
- 26-27 - 38%
- 27-28 - 39%
- 28-29 - 40%

Retain enrollment in Fine Arts:

2023-2024: Total 6th-12th= 62%

24-25- Total 6th-12th= 63% (**actual 62%, which is 1% below goal**) X

- 25-26- Total 6th-12th= 63%
- 26-27- Total 6th-12th= 63%
- 27-28- Total 6th-12th= 63%
- 28-29- Total 6th-12th= 63%

Increase student enrollment and retention in JROTC:

Although we exceeded our goal for 2023-2024 (stopping the decrease of enrollment and retention) we are changing our 5-year plan due to facility constraints.

Goals 2023-2024	New Goals 2024-2025
2022-2023: 3.6% • 23-24: 3.6%* ✓ • 24-25: 4.4% • 25-26: 5.0% • 26-27: 5.4% • 27-28: 5.8%	2023-2024: 3.7% (+0.1% growth) • 24-25: 4.1% • 25-26: 4.6% • 26-27: 5.1% • 27-28: 5.6%

* Initial goal was to stop the decrease in enrollment

Priority: Students

We support students in a multitude of ways to nurture their learning

Objective 1.4: Programs to support student mental, emotional, and physical well-being will be accessible to students in partnership with parents

Key Actions

1.4a: Increase communication with campuses on attendance rates, Strengthening communication with families by collecting information on desired priority of services to support student mental, emotional, and physical well-being.

Improve attendance rates:	
New goal for 2024-2025 added to our 5-year plan.	
2023-2024	New Goals 2024-2025
No Specific Goals Addressed	2022-2023: 92.5% (actual) 2023-2024: 93.5% (actual) - 24-25: 94% - 25-26: 95% - 26-27: 95% - 27-28: 95%

5 Year Growth Plan/Long-term Outcomes

Increase fidelity in responsive service follow up for each suicide outcry to strengthen known campus supports for students and families.

Key Actions

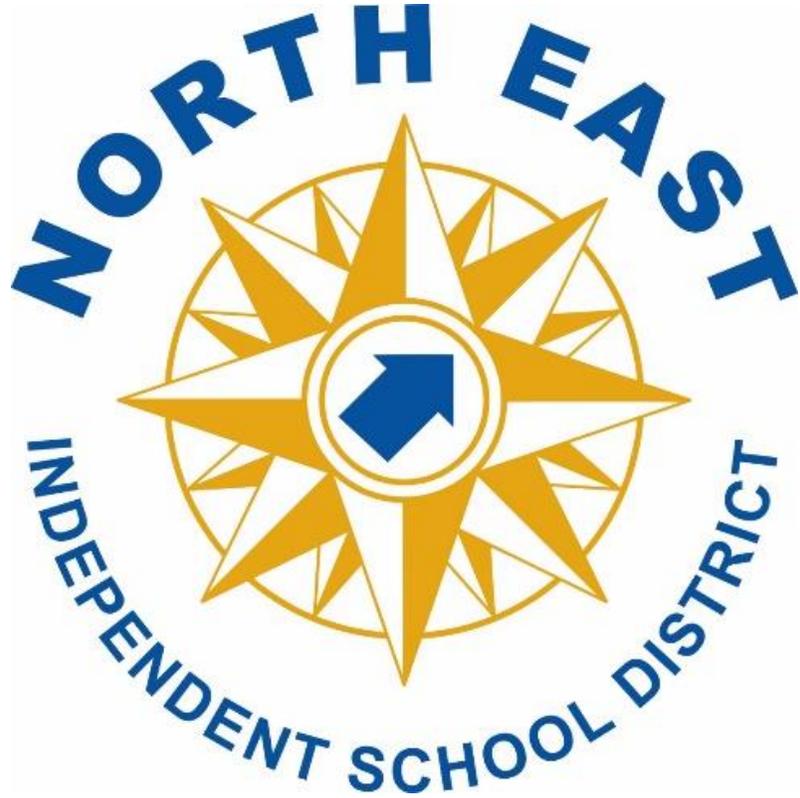
1.4b: Monitoring existing programs of services for student mental, emotional, and physical needs.

1.4c: Evaluating the implementation and fidelity of the NEISD guidance curriculum components aligned to student mental, emotional, and physical needs.

5-Year Growth Plan/Long-Term Outcomes

2024-2025: Establish New Goal to create a follow up system.

- 24-25 Identify system and pilot with 5 campuses
- 25-26 Implement follow-up system
- 26-27
- 27-28
- 28-29



North East ISD District Board Goals House Bill 3 (HB3)

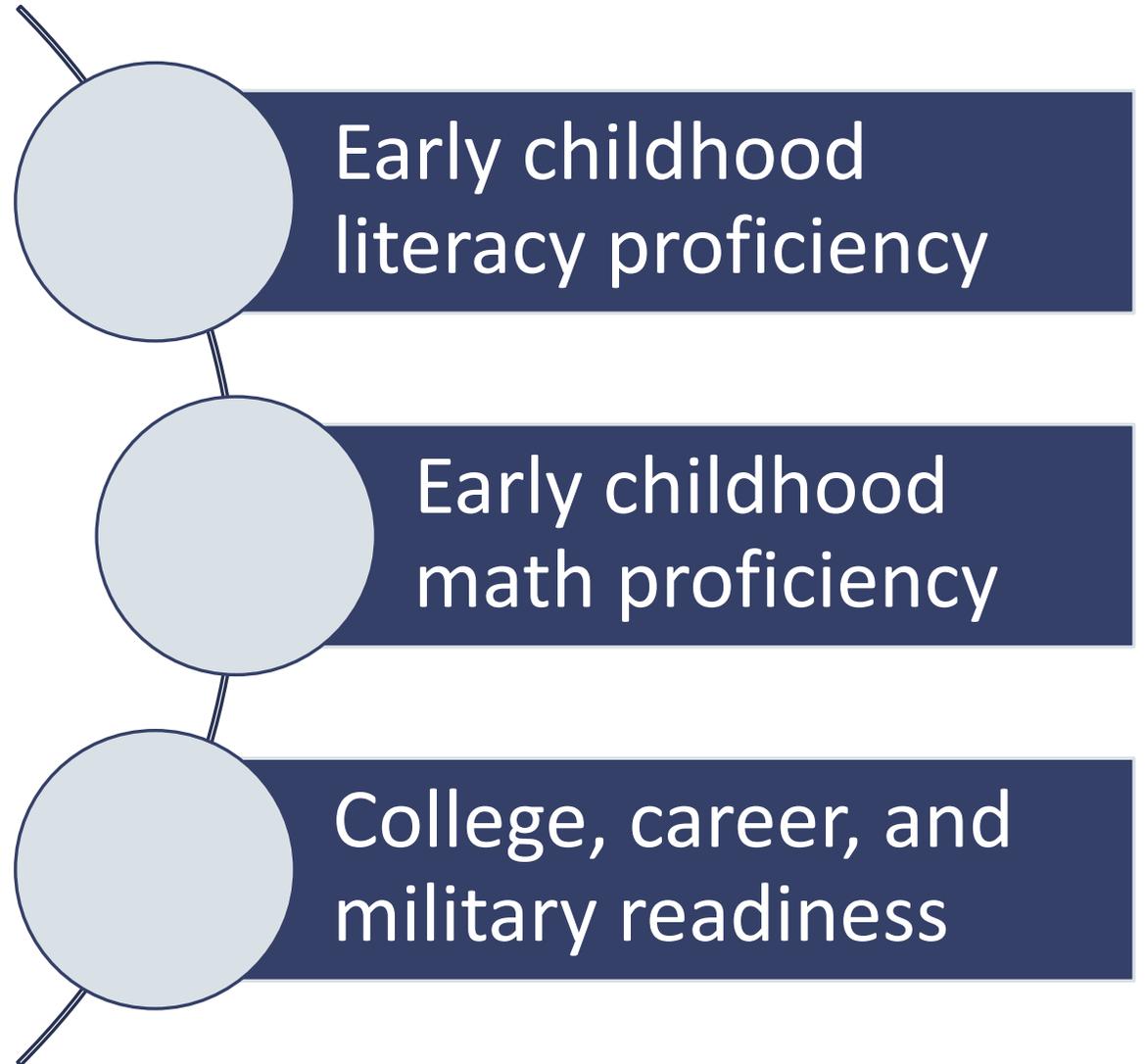


THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree by 2030.*

HB 3 includes provisions that directly align with the state's 60x30 goal.

Statute requires school boards to adopt detailed plans developed by their management teams that contain specific, quantifiable goals in three areas:



Texas Education Codes (TEC), [§11.185](#) and [§11.186](#)
As Required by House Bill 3; Texas 86th Legislative Session

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% (STAAR 2024) to 68% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
53%	56%	59%	62%	65%	68%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	39%	48%	66%	*	70%		61%	28%				40%	39%
2025 Goal	42%	50%	67%		71%		62%	30%				44%	42%
2026 Goal	44%	52%	68%		72%		63%	32%				48%	45%
2027 Goal	47%	54%	69%		73%		64%	35%				52%	48%
2028 Goal	51%	56%	70%		74%		65%	38%				56%	51%
2029 Goal	55%	58%	71%		75%		66%	41%				60%	54%

House Bill 3

3rd grade meets performance: STAAR Reading

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score “on track” in Phonological Awareness on Wave 3 of the CIRCLE literacy diagnostic will increase from 69% (Wave 3 2024) to 79% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
69%	71%	73%	75%	77%	79%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	61%	67%	79%		78%		80%	42%				63%	69%
2025 Goal	63%	69%	80%		79%		81%	46%				67%	71%
2026 Goal	65%	71%	81%		80%		82%	50%				71%	73%
2027 Goal	68%	73%	82%		81%		83%	54%				73%	75%
2028 Goal	71%	75%	83%		82%		84%	58%				75%	77%
2029 Goal	73%	78%	84%		83%		85%	62%				78%	78%

Early Childhood Literacy Progress Measure 2

The percent of Kinder students that met or exceeded their growth goal on MAP Reading will increase from 53% (EOY-2024) to 63% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
53%	55%	57%	59%	61%	63%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	42%	52%	57%		50%		57%	37%				53%	57%
2025 Goal	45%	54%	59%		54%		60%	40%				55%	59%
2026 Goal	48%	56%	62%		58%		63%	43%				57%	61%
2027 Goal	51%	58%	65%		62%		66%	46%				59%	63%
2028 Goal	54%	61%	68%		66%		68%	49%				61%	65%
2029 Goal	57%	64%	70%		70%		70%	52%				63%	67%

Early Childhood Literacy Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP Reading will increase from 50% (EOY-2024) to 60% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
50%	52%	54%	56%	58%	60%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	47%	49%	55%	39%	49%	29%	53%	42%				46%	52%
2025 Goal	50%	51%	57%	42%	52%	33%	56%	44%				49%	54%
2026 Goal	53%	53%	59%	45%	55%	37%	59%	46%				51%	56%
2027 Goal	56%	56%	61%	48%	58%	41%	61%	48%				54%	58%
2028 Goal	58%	59%	63%	51%	60%	45%	63%	50%				57%	60%
2029 Goal	60%	62%	65%	54%	62%	49%	65%	52%				60%	62%

House Bill 3

1st -3rd MAP Reading Growth

EC Literacy Targeted Professional Development Plan

All new teachers and campus administrators will complete Reading Academies that focus on the science of teaching reading and best practices in literacy instruction.

Professional learning will focus on the following components:

- explicit and systematic instruction of phonological and phonemic awareness.
- explicit and systematic instruction of sound-symbol correspondence, syllable types, and meaningful word parts across content areas.
- vocabulary acquisition and instructional strategies to include science and social studies.
- progress monitoring Tier 1 fluency in grades 1-5
- support instructional coaches on analyzing fluency data to select appropriate instructional strategies for Tier 1
- increasing listening comprehension through read alouds of complex text across content areas.
- scaffolding reading comprehension of on grade level text through specific before, during and after reading strategies across content areas.
- responding to increasingly complex text in a variety of ways across content areas.
- supporting explicit instruction of grammar, syntax, composition, and the writing process within a writer's workshop model.
- developing a common language of instruction through The New Art and Science of Teaching instructional framework
- EC LETRS training, online module, and certification for prekindergarten teachers
- EC phonological awareness professional development
- interdisciplinary integration in Early Childhood to include Emergent Literacy: language and communication, reading, and writing within the updated 2022 Texas Pre-kindergarten Guidelines

Provide professional learning focused on the analysis of MAP and CIRCLE reports in order to assist teachers disaggregate reading data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% (STAAR 2024) to 59% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
44%	47%	50%	53%	56%	59%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	26%	39%	59%		66%		52%	24%				31%	37%
2025 Goal	29%	43%	60%		67%		54%	28%				35%	41%
2026 Goal	32%	47%	61%		68%		56%	32%				40%	44%
2027 Goal	36%	51%	62%		69%		58%	35%				45%	46%
2028 Goal	40%	55%	63%		70%		59%	38%				50%	49%
2029 Goal	45%	59%	64%		71%		60%	42%				55%	53%

** 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.

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score “on track” in Phonological Awareness on Wave 3 of the CIRCLE literacy diagnostic will increase from 69% (Wave 3 2024) to 79% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
69%	71%	73%	75%	77%	79%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	61%	67%	79%		78%		80%	42%				63%	69%
2025 Goal	63%	69%	80%		79%		81%	46%				67%	71%
2026 Goal	65%	71%	81%		80%		82%	50%				71%	73%
2027 Goal	68%	73%	82%		81%		83%	54%				73%	75%
2028 Goal	71%	75%	83%		82%		84%	58%				75%	77%
2029 Goal	73%	78%	84%		83%		85%	62%				78%	78%

Early Childhood Math Progress Measure 2

The percent of Kinder students that met or exceeded their growth goal on MAP Math will increase from 55% (EOY-2024) to 65% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
55%	57%	59%	61%	63%	65%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	46%	56%	54%	*	60%		55%	43%				52%	63%
2025 Goal	48%	60%	58%		62%		58%	45%				55%	65%
2026 Goal	51%	64%	61%		64%		61%	47%				59%	67%
2027 Goal	54%	68%	64%		66%		65%	49%				62%	69%
2028 Goal	57%	70%	67%		68%		68%	52%				64%	71%
2029 Goal	60%	72%	70%		70%		71%	55%				65%	73%

House Bill 3

Kinder MAP Math Growth

Early Childhood Math Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP Math will increase from 54% (EOY-2024) to 64% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
54%	56%	58%	60%	62%	64%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	47%	52%	59%	45%	61%	36%	55%	48%				50%	55%
2025 Goal	54%	56%	63%	47%	64%	38%	59%	52%				54%	59%
2026 Goal	59%	60%	67%	49%	67%	40%	62%	56%				58%	63%
2027 Goal	62%	64%	71%	51%	70%	42%	66%	60%				62%	66%
2028 Goal	66%	68%	73%	53%	74%	44%	70%	65%				66%	70%
2029 Goal	70%	72%	75%	55%	77%	45%	73%	70%				70%	74%

House Bill 3

1st – 3rd MAP Math Growth

EC Math Targeted Professional Development Plan

Increase teacher clarity to ensure student achievement in mathematics by providing professional learning and coaching on:

Targeted professional development plan for teachers in grades K-3 includes a district-wide approach to focus on developmentally appropriate practices that include:

- Math content team maintaining current on latest research on topics such as: mathematical fluency, conceptual understanding, problem-solving strategies, mathematical discourse, high-yield instructional strategies, and balanced assessment practices.
- Strengthening the vertical alignment to include Pre-K specialists, creating a common language and goals in support of Pre-k - 3rd grade instruction.
- Supporting teachers on these topics in a variety of ways:
 - >Math Leaders--Focus on early childhood math topics at monthly meetings, where each school is represented.
 - >Webinars--Self-paced professional learning on topics specific to early childhood mathematics teaching and learning.
 - >Redesign of District Curriculum--Vertically aligning K-3 to include a focus on learning progressions.
 - >Focus Group and Design Team (District-wide representation) to create a progress monitoring tool
 - >Teacher Clarity--Utilizing the PLC process to help teachers and teacher teams unpack their units of study to better understand their content; Classroom modeling and coaching to increase instructional agility and effectiveness.
- Interdisciplinary integration across contents to align with domain IV: Mathematics of the updated 2022 Texas Pre-kindergarten Guidelines
- Utilizing research-based best practices and high-yield instructional strategies developing a common language of instruction through The New Art and Science of Teaching instructional framework

Provide professional learning focused on the analysis of MAP and Circle reports in order to assist teachers disaggregate math data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

CCMR Progress Measure 4

Increase the percent of students enrolled in one or more advanced academic courses or CTE courses for high school credit each year from 65% (2023-24 Enrollment) to 70% by June 2029

Yearly Target Goals

2023-24 Actual	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
65%	66%	67%	68%	69%	70%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024 Actual	53%	61%	76%	45%	80%	50%	71%	28%				54%	57%
2025 Goal	56%	63%	77%	47%	81%	52%	71%	30%				57%	59%
2026 Goal	59%	65%	78%	49%	82%	54%	72%	32%				60%	61%
2027 Goal	62%	67%	79%	51%	83%	56%	73%	34%				63%	63%
2028 Goal	65%	69%	80%	53%	84%	58%	74%	36%				66%	65%
2029 Goal	68%	71%	81%	55%	85%	60%	75%	38%				69%	67%

House Bill 3

MS students enrolled for HS credit

CCMR Progress Measure 5

The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 57% (STAAR 2024) to 72% by June 2029.

Yearly Target Goals

2024-TAPR	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
57%	60%	63%	66%	69%	72%	
2023 - 5th 62%						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	39%	51%	74%	50%	80%	*	63%	25%				41%	39%
2025 Goal	43%	53%	76%	53%	81%		65%	27%				44%	41%
2026 Goal	46%	56%	77%	56%	82%		67%	29%				47%	43%
2027 Goal	49%	59%	78%	59%	83%		69%	31%				50%	45%
2028 Goal	52%	62%	79%	62%	84%		71%	33%				53%	47%
2029 Goal	55%	65%	80%	65%	85%		73%	35%				56%	49%

House Bill 3

6th Grade meets performance: STAAR Reading

CCMR Progress Measure 6

The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 41% (STAAR 2024) to 51% by June 2029.

Yearly Target Goals

2024-TAPR	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
41%	43%	45%	47%	49%	51%	
2023 - 5th 57%						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	21%	33%	61%	25%	75%		47%	19%				25%	33%
2025 Goal	24%	35%	62%	27%	76%		48%	21%				28%	34%
2026 Goal	26%	37%	63%	29%	77%		49%	23%				33%	36%
2027 Goal	28%	39%	64%	31%	78%		50%	25%				36%	38%
2028 Goal	30%	41%	65%	33%	79%		51%	27%				39%	40%
2029 Goal	32%	43%	66%	35%	80%		52%	29%				42%	42%

House Bill 3

6th Grade meets performance: STAAR Math

Middle School CCMR Targeted Professional Development Plan

Academic Advanced Courses

- Promote, monitor, and retain enrollment in advanced academic courses through vertical conversations and support of productive struggle in advanced coursework
- Create enrichment and extension opportunities within the district curriculum for Honors courses that include PSAT/SAT practice to aligned content.
- Provide targeted professional learning opportunities on content rigor, extensions, and interventions for general education.

CTE Courses

- Increase awareness of the CTE pathways through course fairs, refinement of district-wide Programs of Study and creation of Campus Specific Programs of study, counselor professional learning
- Promote, monitor, and retain enrollment in CTE courses
- Provide professional development for CTE middle school teachers district - wide to align curriculum and content to the high school pathways.

6th Grade Reading and Math

- Provide opportunities for teachers to attend professional learning sessions focused on curricular and instructional support to meet the needs of diverse student groups.
- Provide resources through the NEISD Instructional Planning Guides (IPGs) to promote planning with rigor, extensions, and interventions.

CCMR Board Outcome Goal

The percentage of annual graduates that meet the criteria for CCMR will increase from 69.6% (2024 TAPR) to 80% by August 2029.

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
69.6%	72%	74%*	76%**	78%	80%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	54.3%	63.9%	81.8%	44.4%	89.3%	62.5%	74.0%	79.4%	56.1%	43.3%
2025 Goal	57%	66%	83%	47%	91%	64%	75%	81%	58%	51%
2026 Goal	60%	68%	84%	50%	92%	65%	76%	82%	60%	54%
2027 Goal	63%	70%	85%	53%	93%	66%	77%	83%	62%	57%
2028 Goal	66%	72%	86%	56%	94%	67%	78%	84%	64%	60%
2029 Goal	69%	74%	87%	59%	95%	68%	79%	85%	66%	63%

*Indicates change to Career Readiness Indicator (CTE Concentrators); ** Indicates change to Career Readiness Indicator (CTE Completers)

** 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.

CCMR Progress Measure 1

The percent of annual graduates that are considered College Ready will increase from 53.2% (2024 TAPR) to 63% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
53.2%	55%	57%	59%	61%	63%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	32.9%	46.0%	67.9%	11.1%	81.4%	50.0%	61.0%	6.6%	34.4%	20.7%
2025 Goal	36%	49%	69%	14%	82%	52%	62%	10%	37%	24%
2026 Goal	39%	51%	70%	17%	83%	54%	63%	13%	40%	27%
2027 Goal	41%	54%	71%	20%	84%	56%	64%	16%	43%	30%
2028 Goal	44%	57%	72%	23%	85%	58%	65%	19%	46%	33%
2029 Goal	47%	60%	73%	26%	86%	60%	66%	22%	49%	36%

** 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.

CCMR Progress Measure 2

The percent of annual graduates that are considered Career or Military Ready will increase from 34.4% (2024 TAPR) to 44% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
34.4%	36%	38%*	40%**	42%**	44%**	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	30.1%	34.6%	34.8%	44.4%	36.7%	25.0%	33.0%	78.8%	35.6%	30.0%
2025 Goal	32%	37%	37%	46%	39%	27%	35%	81%	38%	32%
2026 Goal	34%	39%	39%	48%	41%	29%	37%	83%	40%	34%
2027 Goal	36%	41%	41%	50%	43%	31%	39%	85%	42%	36%
2028 Goal	38%	43%	43%	52%	45%	33%	41%	87%	44%	38%
2029 Goal	40%	45%	45%	54%	47%	35%	43%	89%	46%	40%

*Indicates change to Career Readiness Indicator (CTE Concentrators); ** Indicates change to Career Readiness Indicator (CTE Completers)

CCMR Progress Measure 3

The percent of annual graduates who have met college readiness benchmarks in Mathematics and English Language Arts on Texas Success Initiative Assessment (TSIA), SAT, and/or ACT will increase from 45.4% (2024 TAPR) to 55% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
45.4%	47%	49%	51%	53%	55%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	26.0%	38.0%	59.9%	11.1%	75.3%	50.0%	52.2%	4.4%	25.5%	12.8%
2025 Goal	29%	41%	61%	14%	76%	52%	54%	7%	28%	16%
2026 Goal	32%	44%	62%	17%	77%	54%	56%	10%	31%	19%
2027 Goal	35%	47%	63%	20%	78%	56%	58%	13%	34%	22%
2028 Goal	38%	50%	64%	23%	79%	58%	60%	16%	37%	25%
2029 Goal	41%	53%	65%	26%	80%	60%	62%	19%	40%	28%

** 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.

CCMR Targeted Professional Development Plan

CCMR

- Provide professional learning opportunities on how to monitor student learning in AP, OnRamps, CTE, and Dual Credit courses through learning targets, success criteria, and formative assessments
- Monitor CCMR attainment by campus by grade level
- Provide Special Education specific training for general education Career and Technical Education teachers and Special Education Campus Coordinators
- Provide AVID training to leverage high yield learning strategies across all content areas
- Facilitate and monitor 4 year plans developed by students, families, and campus counselors

College Readiness

- Provide professional learning opportunities on resources provided by College Board such as AP Classroom, and monitor the usage throughout the year
- Utilize professional learning funds available for teachers to attend AP Summer Institutes, and provide ongoing opportunities for curriculum development and refinement
- Provide resources that help students prepare for PSAT, SAT School Day, and TSIA 2.0
- Provide ACT School Day testing opportunities for students
- Ensure that all personnel affiliated with UT OnRamps attend training and professional learning opportunities
- Provide opportunities for AP teachers to collaborate across the district to increase student outcomes
- Increase and retain student enrollment in one or more AP, OnRamps, and Dual Credit courses across our district
- Promote and provide TSIA 2.0 assessment opportunities throughout each calendar year
- Increase access and enrollment in College Prep courses

Career/Military Readiness

- Promote ASVAB assessment offerings and maintain communication with military recruiters for understanding of ASVAB assessment offerings
- Coordinate professional learning community (PLC) meetings for all subject area staff connected to CCMR
- Utilize federal funds available for teacher certification in CTE areas, as applicable
- Provide annual training to promote and progress monitor CTE coherent course sequence completion within each pathway
- Develop district-wide CTE curriculum documents to provide high-quality CTE instructional practice across our district
- Provide annual Industry Based Certification trainings and ensure all students are adequately prepared and challenge available IBCs

Thank you!



Questions?