North East ISD Annual Report and Scorecard Update

PRESENTATION TO THE NORTH EAST ISD BOARD OF TRUSTEES

JANUARY 12, 2026

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 and House Bill 3 update: North East ISD Board of Trustees adopted House Bill 3 (HB3) goals and 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

8 Sections to the 2024-25 District Annual Report

➢ 2024-25 District Accreditation Status

➢ 2024-25 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

❑ Progress on 5-year goals for the District will be provided

➢ PEIMS Financial Standard Report (2023-24 Financial Actual Report) *

(For the District and each Campus in the District)

➢ 2024-25 TAPR Glossary

> ** Many of the data points that are included in the required 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.*

[2024–25 TEA Guidelines](#)

2024-25 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)

➢ **The most recent *District's 2023-24 accreditation* is: ACCREDITED**

2024-25 Texas Academic Performance Report (TAPR)

➢ **2024-25 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

➢ **2024-25 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**

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

After two years of lawsuits and legal rulings, this year's TAPR does have our district accountability rating included.

2024-25 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**

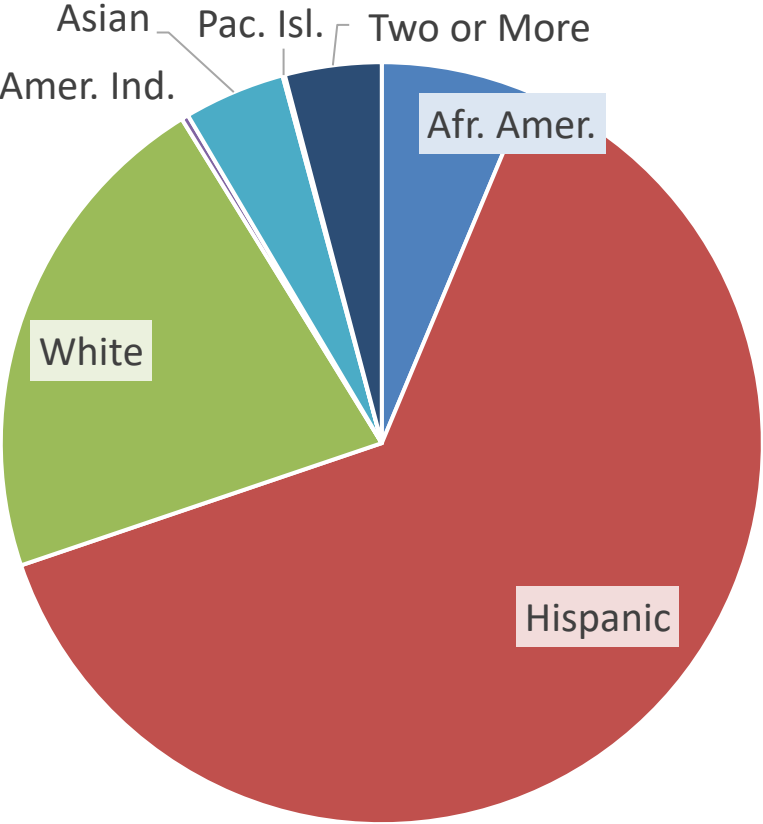❑ Student Enrollment by Program

❑ Teachers by Program (population served)

2024-25 Student Enrollment Demographics

STATE
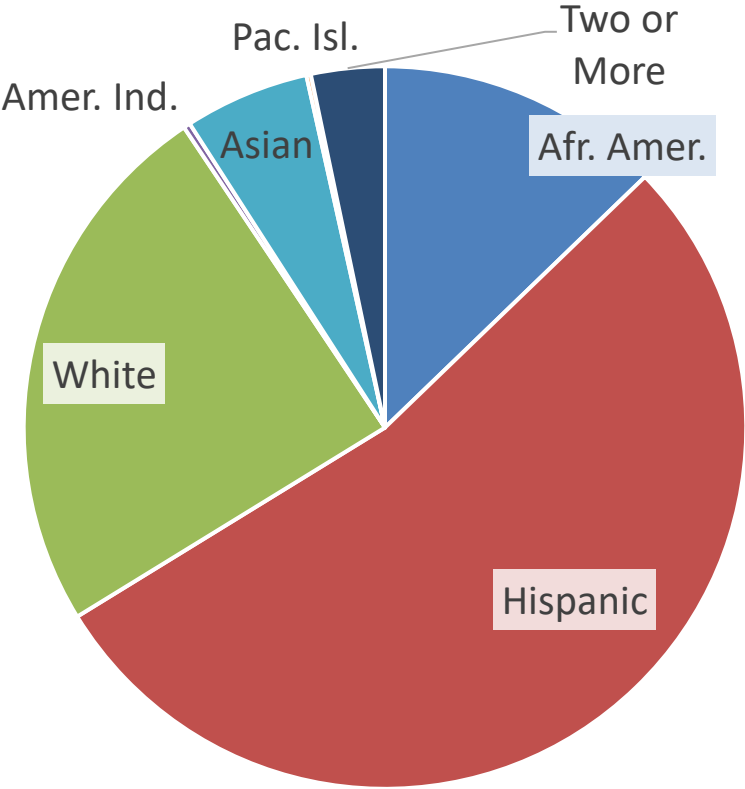
NEISD

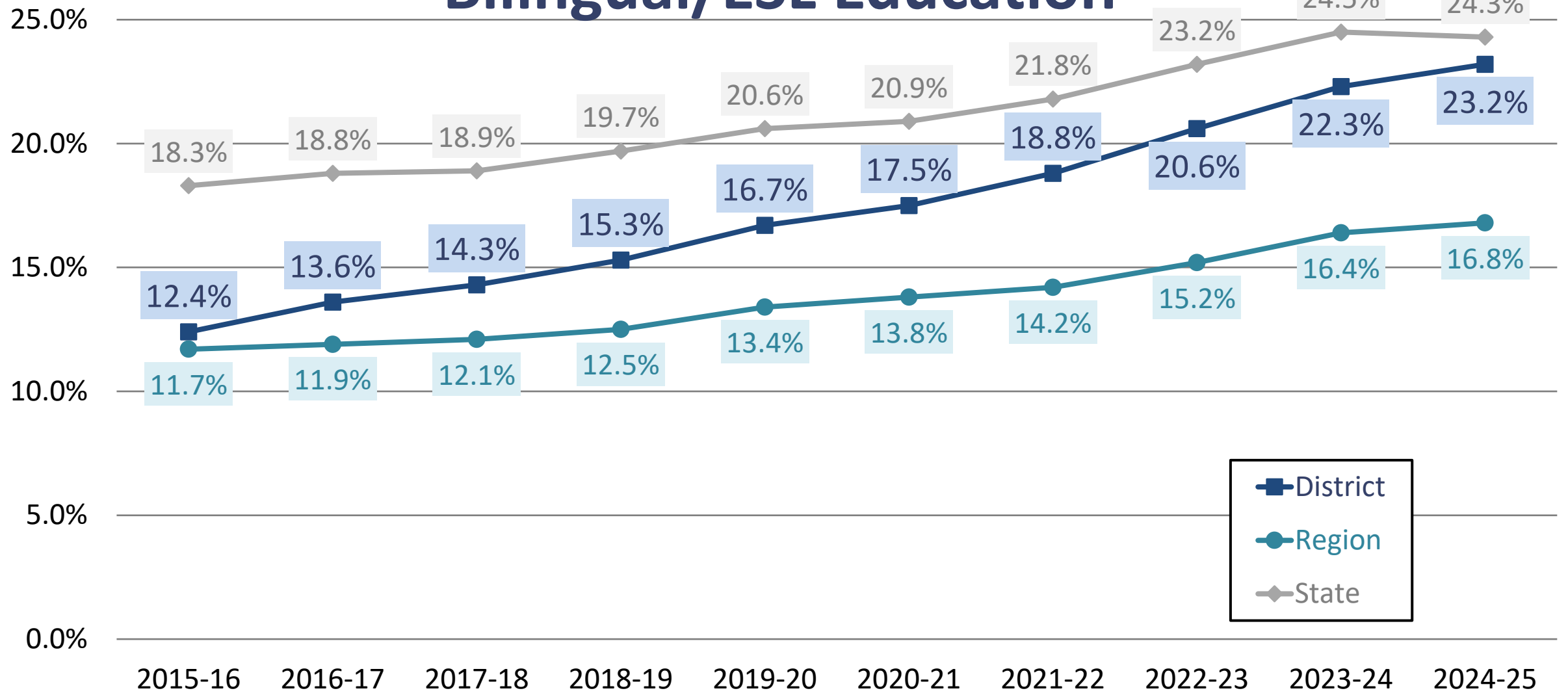|	State	NEISD
Afr. Amer.	12.8%	6.3%
Hispanic	53.5%	63.5%
White	24.4%	21.4%
Amer. Ind.	0.3%	0.3%
Asian	5.6%	4.3%
Pac. Isl.	0.2%	0.1%
Two or More	3.3%	4.1%

2024-25 Student Enrollment Demographics
Historical Economically Disadvantaged

2024-25 Student Enrollment by Program Bilingual/ESL Education

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
State	18.3%	18.8%	18.9%	19.7%	20.6%	20.9%	21.8%	23.2%	24.5%	24.3%
District	12.4%	13.6%	14.3%	15.3%	16.7%	17.5%	18.8%	20.6%	22.3%	23.2%
Region	11.7%	11.9%	12.1%	12.5%	13.4%	13.8%	14.2%	15.2%	16.4%	16.8%

Legend: District, Region, State

2024-25 Student Enrollment by Program Gifted & Talented

District:
- 2015-16: 5.7%
- 2016-17: 6.0%
- 2017-18: 6.8%
- 2018-19: 7.0%
- 2019-20: 7.6%
- 2020-21: 7.7%
- 2021-22: 7.9%
- 2022-23: 9.0%
- 2023-24: 9.2%
- 2024-25: 9.6%

Region:
- 2015-16: 6.4%
- 2016-17: 6.8%
- 2017-18: 7.1%
- 2018-19: 7.3%
- 2019-20: 7.3%
- 2020-21: 7.3%
- 2021-22: 7.0%
- 2022-23: 7.3%
- 2023-24: 7.7%
- 2024-25: 7.7%

State:
- 2015-16: 7.7%
- 2016-17: 7.8%
- 2017-18: 7.9%
- 2018-19: 8.1%
- 2019-20: 8.1%
- 2020-21: 8.3%
- 2021-22: 8.0%
- 2022-23: 8.2%
- 2023-24: 8.5%
- 2024-25: 8.7%

2024-25 Student Enrollment by Program Special Education

	School Year	State	Region 20	District	African American	Hispanic	White	American In...	...	Two or	Special	Special	Continu-	Non-Continu-	EB (Cur...
STAAR Performance Rates by Tested Grad...															
Grade 3 Reading															
At Approaches Grade Level or Above	2025	77%	76%	**80%**	63%	78%	89%								
	2024	74%	72%	**77%**	64%	75%	89%								
At Meets Grade Level or Above	2025	52%	50%	**57%**	39%	51%	72%								
	2024	48%	46%	**53%**	39%	48%	66%								
At Masters Grade Level	2025	23%	20%	**26%**	8%	22%	39%								
	2024	21%	19%	**23%**	16%	20%	33%								
Grade 3 Mathematics															
At Approaches Grade Level or Above	2025	71%	69%	**74%**	49%	71%	85%								
	2024	70%	68%	**72%**	55%	69%	83%								
At Meets Grade Level or Above	2025	46%	44%	**51%**	27%	46%	67%								
	2024	42%	39%	**44%**	26%	39%	59%								
At Masters Grade Level	2025	19%	18%	**22%**	9%	18%	35%		44%	*	26%	8%	30%	24%	17%	12%	19%
	2024	15%	13%	**17%**	8%	12%	30%		36%	0%	22%	6%	24%	18%	12%	7%	12%
Grade 4 Reading															
At Approaches Grade Level or Above	2025	81%	79%	**83%**	71%	80%	93%	20%	91%	*	90%	60%	94%	86%	77%	74%	72%
	2024	81%	79%	**84%**	73%	81%	92%	78%	89%	*	91%	59%	93%	85%	81%	76%	72%
At Meets Grade Level or Above	2025	54%	52%	**60%**	43%	56%	73%	20%	77%	*	68%	28%	70%	64%	51%	47%	51%
	2024	51%	48%	**58%**	45%	53%	73%	56%	71%	*	69%	27%	70%	60%	54%	45%	48%

The TAPR report includes more than 6,400 Data points for our district.

It provides two years of data for most areas.

Plus, STAAR performance, attendance, graduation, college, and career readiness.

That does not even count the state and regional data the TAPR report includes.

2024-25 Texas Academic Performance Report (TAPR)

➢ **STAAR Performance – reported for 2025 and 2024**

❑ All 3 performance rates

▪ *Approaches Grade Level or Above*

▪ *Meets Grade Level or Above*

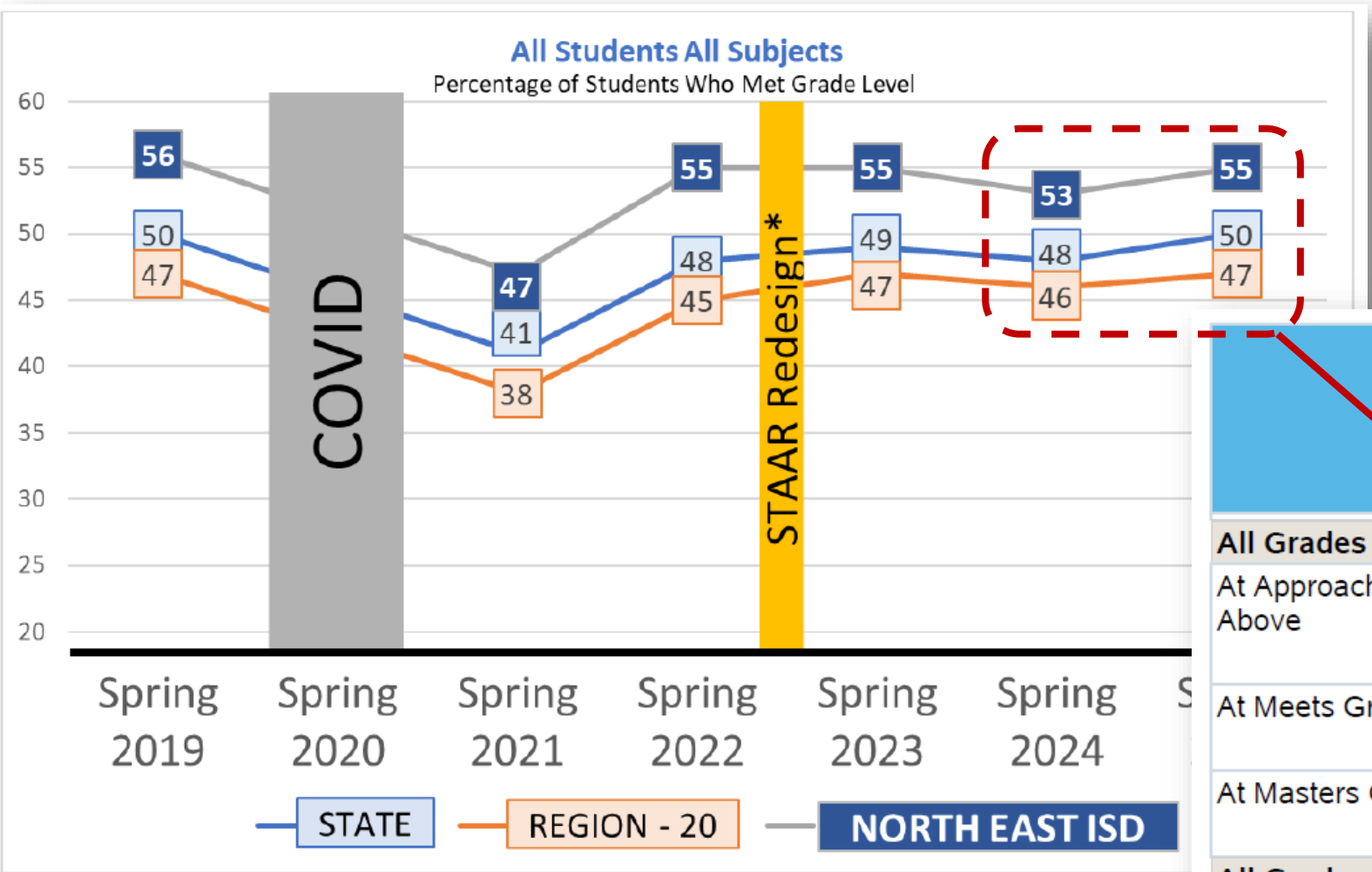▪ *Masters Grade Level*

❑ Reported for

▪ **Each Assessment** (including SAT/ACT for Accelerated Testers)

▪ **All Grades All Subjects**

▪ **All Grades by Subject**

▪ **By Enrolled Grade**

State Assessment Board Report

Accountability 2025

September 8, 2025 - Regular Meeting
State Assessment Board Report

All Students All Subjects
Percentage of Students Who Met Grade Level

|	School Year	State	Region 20	District	African American
All Grades All Subjects					
At Approaches Grade Level or Above	2025	75%	74%	78%	66
	2024	75%	73%	78%	65
At Meets Grade Level or Above	2025	50%	47%	55%	39
	2024	48%	46%	53%	37
At Masters Grade Level	2025	21%	19%	25%	14
	2024	20%	18%	23%	13
All Grades ELA/Reading					
At Approaches Grade Level or	2025	76%	75%	78%	67

September 8, 2025 - Regular Meeting
State Assessment Board Report

2024-25 Texas Academic
Performance Report

Reading Language Arts

Mathematics
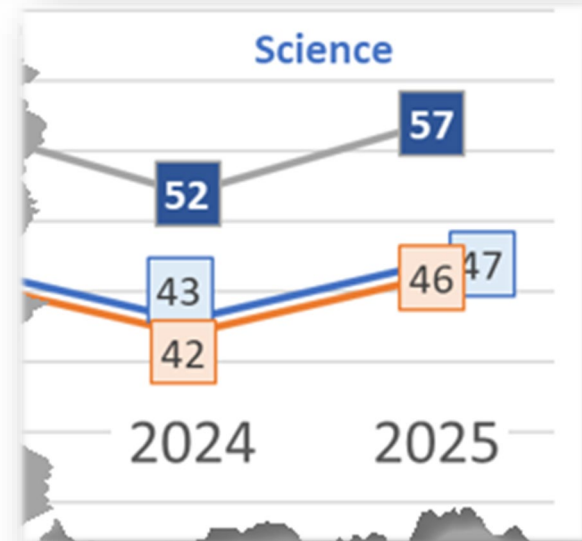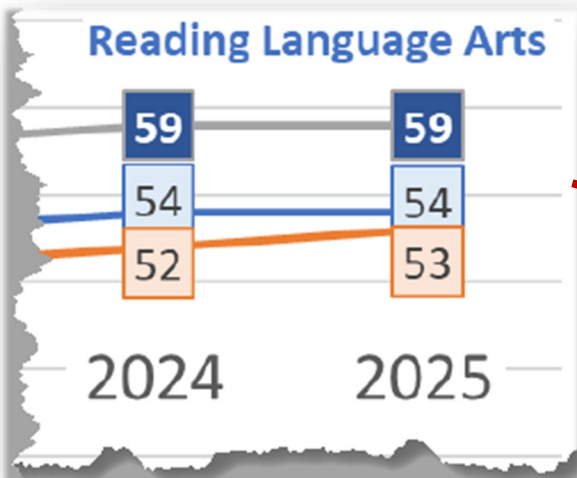
Texas Education Agency
2024-25 STAAR Performance (TAPR)
NORTH EAST ISD (015910) - BEXAR COUNTY

	School Year	State	Region 20	District	African Americ
All Grades ELA/Reading					
At Approaches Grade Level or Above	2025	76%	75%	78%	
	2024	76%	75%	79%	
At Meets Grade Level or Above	2025	54%	53%	59%	
	2024	54%	52%	59%	
At Masters Grade Level	2025	23%	20%	25%	
	2024	22%	20%	25%	
All Grades Mathematics					
At Approaches Grade Level or Above	2025	72%	70%	75%	
	2024	72%	70%	75%	
At Meets Grade Level or Above	2025	45%	41%	48%	
	2024	43%	39%	45%	
At Masters Grade Level	2025	20%	17%	20%	
	2024	17%	14%	17%	
All Grades Science					
At Approaches Grade Level or Above	2025	78%	77%	82%	
	2024	75%	73%	80%	
At Meets Grade Level or Above	2025	47%	46%	57%	
	2024	43%	42%	52%	
At Masters Grade Level	2025	17%	16%	24%	
	2024	16%	15%	23%	
All Grades Social Studies					
At Approaches Grade Level or Above	2025	77%	77%	80%	
	2024	78%	79%	83%	
At Meets Grade Level or Above	2025	50%	50%	58%	
	2024	51%	52%	62%	
At Masters Grade Level	2025	27%	27%	37%	
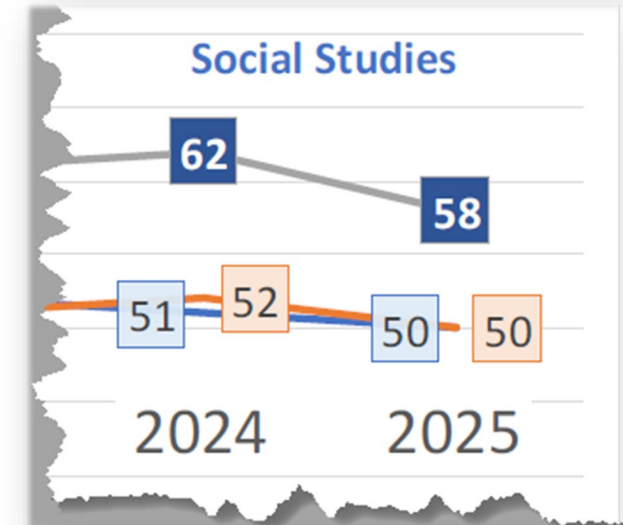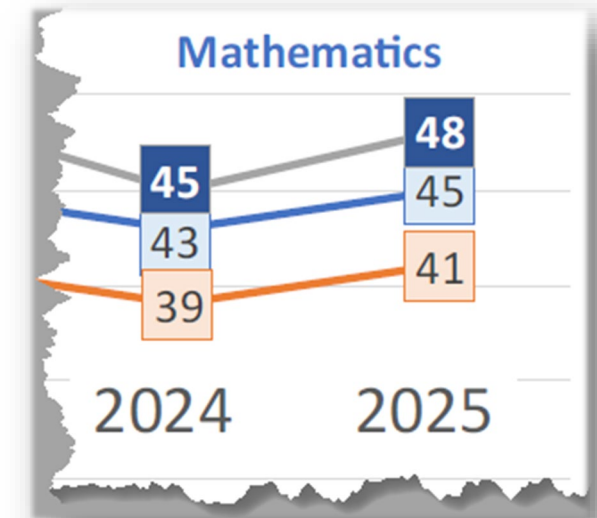
Science

Social Studies

September 8, 2025 - Regular Meeting
State Assessment Board Report

2024-25 Texas Academic Performance Report

2024-25 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 2025 and 2024

▪ 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 6, 2025)

2024-25 Texas Academic Performance Report (TAPR)

➢ **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23 (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)
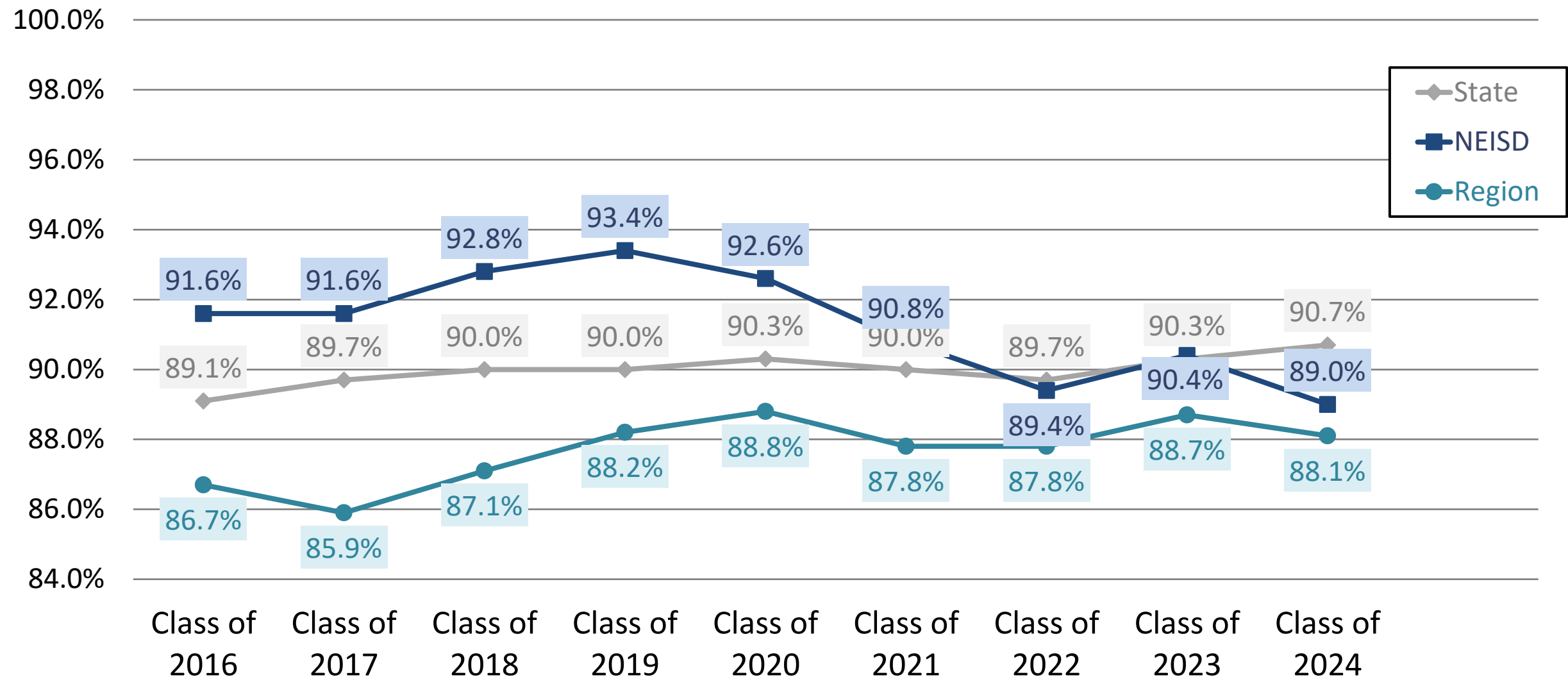
➢ **Graduation Profile – 2023-24 Graduates**

The most recent data for these measures are from the class of 2024.

Therefore, performance on these measures is reported for the classes of 2024 and 2023.

Attendance
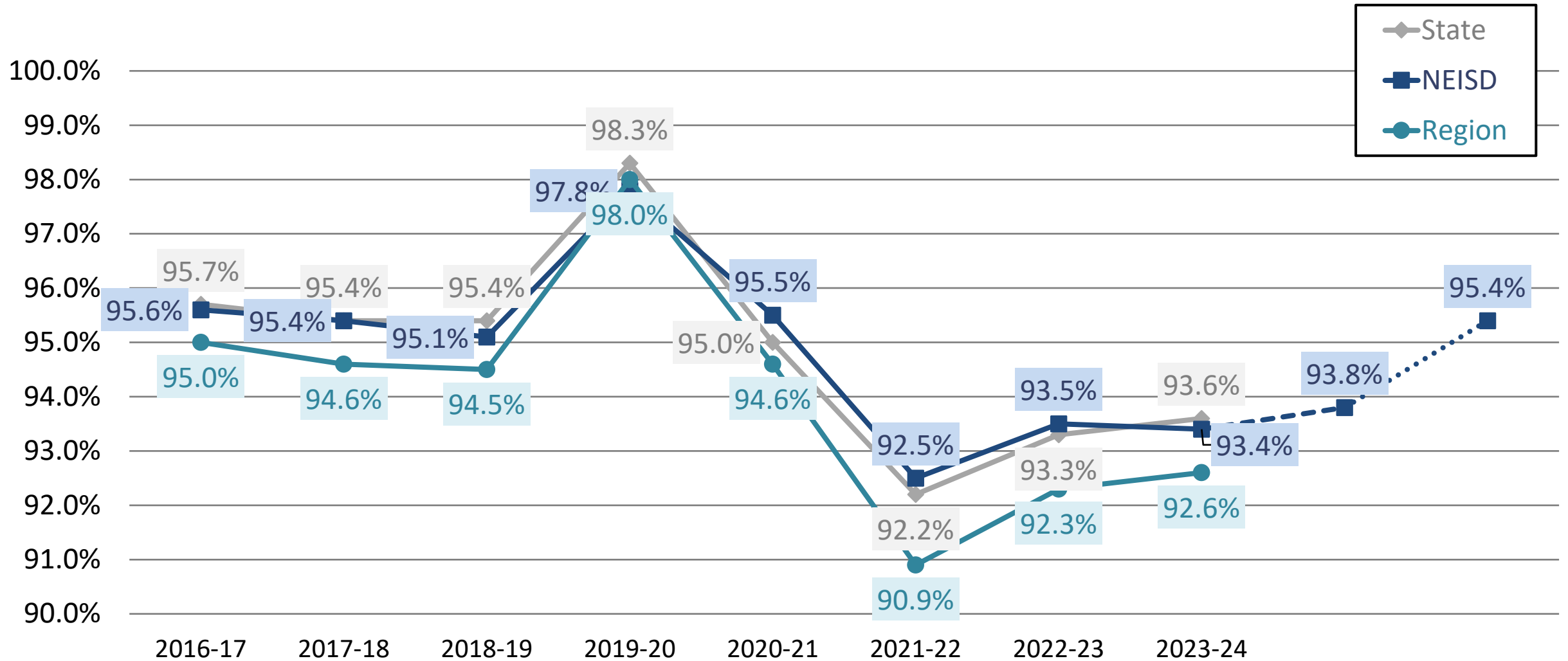
Graduation

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 Coherent Sequence (Concentrator) and IBCs earned
  - ❑ 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 2024.

Therefore, performance on these measures is reported for the classes of 2024 and 2023.
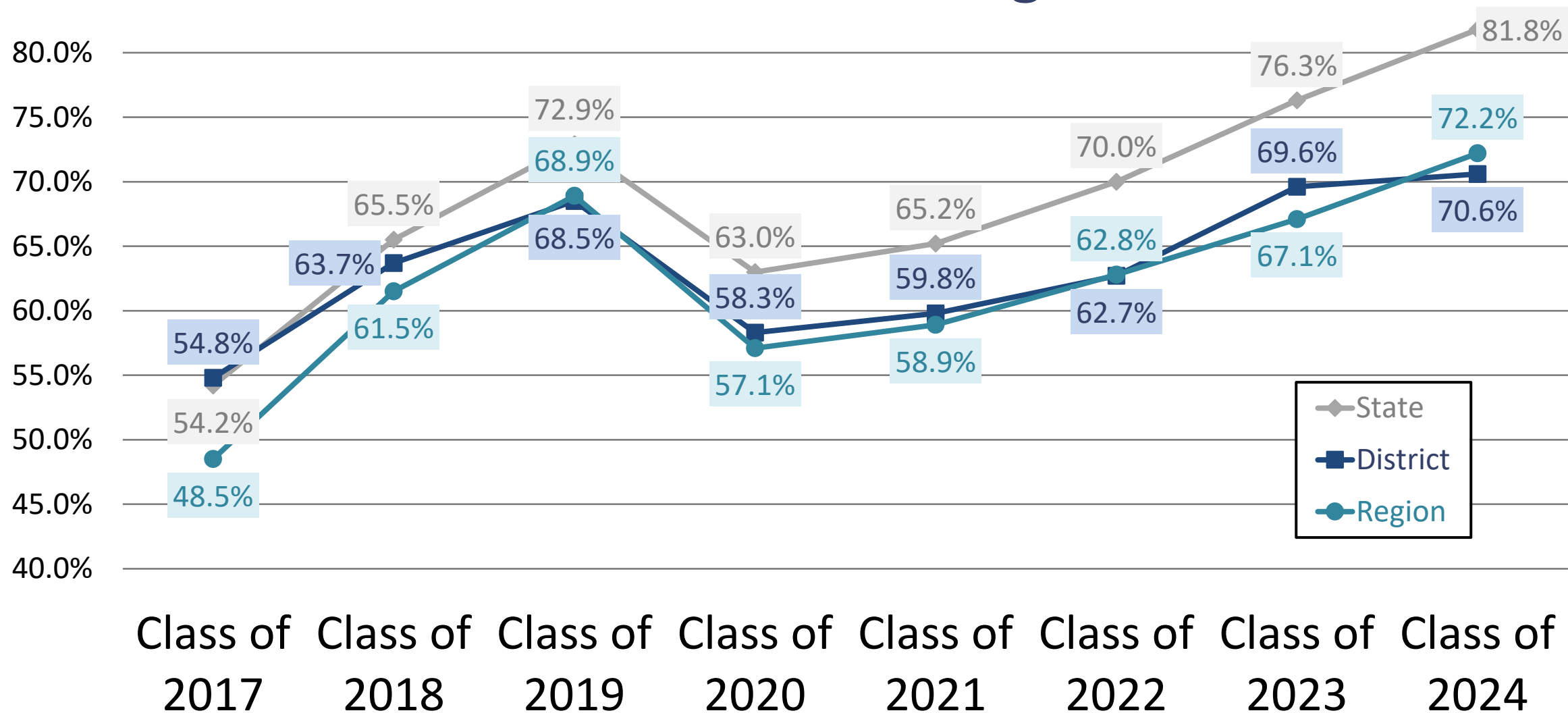
College, Career, and Military Ready (CCMR) Graduates
Class of 2023 (Accountability 2024) & Class of 2024 (Accountability 2025)

College, Career, and Military Ready Indicators	State		NEISD	
	Class of 2023 Accountability 2024	Class of 2024 Accountability 2025	Class of 2023 Accountability 2024	Class of 2024 Accountability 2025
College Ready Graduates	**61.9%**	**70.0%**	**55.4%**	**57.6%**
TSI Criteria (SAT/ACT/TSIA/College Prep Course)	48.4%	57.4%	45.4%	44.9%
Dual Credit Criteria	23.6%	25.1%	13.1%	21.3%
AP/IB Criteria	20.4%	20.4%	32.2%	32.1%
OnRamps Credit Criteria	4.8%	4.8%	16.7%	16.6%
Career/Military Ready Graduates	**36.4%**	**38.1%**	**32.8%**	**30.5%**
Industry-Based Certification	33.4%	34.9%	28.4%	26.6%
Graduate with Completed IEP and Workforce Readiness	2.7%	2.7%	4.7%	3.8%
U.S. Armed Forces Enlistment	0.6%	0.7%	0.7%	0.7%
College, Career, and Military Ready Graduates	**76.3%**	**81.8%**	**69.6%**	**70.6%**

College, Career, and Military Ready (CCMR) Graduates Historical Data Class of 2017 through Class of 2024

State:
- Class of 2017: 54.2%
- Class of 2018: 65.5%
- Class of 2019: 72.9%
- Class of 2020: 63.0%
- Class of 2021: 65.2%
- Class of 2022: 70.0%
- Class of 2023: 76.3%
- Class of 2024: 81.8%

District:
- Class of 2017: 54.8%
- Class of 2018: 63.7%
- Class of 2019: 68.5%
- Class of 2020: 58.3%
- Class of 2021: 59.8%
- Class of 2022: 62.8%
- Class of 2023: 69.6%
- Class of 2024: 70.6%

Region:
- Class of 2017: 48.5%
- Class of 2018: 61.5%
- Class of 2019: 68.9%
- Class of 2020: 57.1%
- Class of 2021: 58.9%
- Class of 2022: 62.7%
- Class of 2023: 67.1%
- Class of 2024: 72.2%

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			
	NEISD 2022-23 Graduates Entering Fall 2023		NEISD 2023-24 Graduates Entering Fall 2024	
	Total Stu.	Percent	Total Stu.	Percent
San Antonio College	554	12.09%	539	12.08%
University of Texas - San Antonio	402	8.77%	362	8.11%
Northeast Lakeview College	236	5.15%	298	6.68%
St. Philips College	117	2.55%	170	3.81%
Texas State University - San Marcos	154	3.36%	146	3.27%
Texas A&M University - College Station	162	3.53%	135	3.03%
University of the Incarnet Word	103	2.25%	116	2.60%
University of Texas - Austin	129	2.81%	115	2.58%
Texas Tech University	99	2.16%	76	1.70%
Northwest Vista College	85	1.85%	69	1.55%
Palo Alto College	42	0.92%	51	1.14%
Blinn College	48	1.05%	42	0.94%
Baylor University	31	0.68%	37	0.83%
Texas A&M University - Corpus Christi	36	0.79%	34	0.76%
Texas A&M University - San Antonio	30	0.65%	29	0.65%
Trinity University	20	0.44%	22	0.49%
Other 4-Yr Institution	242	5.28%	241	5.40%
Other 2-Yr Institution	38	0.83%	31	0.69%
Not trackable	318		325	
Not found*	1,737	↓ ENROLLED ↓	1,624	↓ ENROLLED ↓
Total high school graduates	**4583**	**55.2%**	**4462**	**56.3%**

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 **2022-23 High School Graduates**

- ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education the following academic year
- ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2023**, **Spring 2024**, and **Summer 2024** are added together and averaged to determine the GPA

High School Graduates from 2022-2023
Enrolled in Texas Public or Independent Higher Education in FY 2021
[Click here to get the report by High School](#)

North East ISD	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	1162	137	97	156	274	491	5
				79% 2.5 or higher			
Two-Year Public Colleges	1265	340	162	158	243	326	36
				57% 2.5 or higher			
Independent Colleges & Universities	222						
Not Trackable	318						
Not Found	1616						
Total High School Graduates	4583						

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 2024-25 school year is available for review at the district's central office and at each campus in the district

- ➤ Texas Education Agency (TEA) publishes an annual list of campuses identified as "Persistently Dangerous" or "Watch List". North East ISD (and the state of Texas) has 0 campuses identified as "Persistently Dangerous" or "Watch List."

Violent and Criminal Incidents

Violent and Criminal Incidents

Violent and Criminal Incident	22-23	23-24	24-25
Conduct Punishable as a Felony	15	15	25
Assault under Penal Code 22.01(a) against a school district employee or volunteer	99	110	89
Assault under Penal Code 22.01(a) against anyone other than a school district employee or volunteer	253	238	225
Fighting / mutual combat	17	55	62
Possessed, sold, used or was under the influence of an alcoholic beverage	31	25	43
Possessed, sold, used or was under the influence of marijuana or other controlled substance (2022 & 2023 – Code 04; 2024 – Codes 04, 62, 36, & 64; 2025 – Code 62)	629	598	356
Terroristic threat	44	32	22

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 2025-26 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 10, 2025)

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 2024-25 school year is summarized in the HB 3 Progress Report.

The HB 3 goals for the North East ISD will be presented to this board for annual review later in this meeting. (January 12, 2026)

PEIMS Financial Standard Reports ([TEA Website](#)) 2023-24 Financial Actual Reports

X.B. Balanced District Scorecard Priority 4

**2023-24 Actual Financial Data
([NEISD's Report](#))**

➢ Revenues

➢ Expenditures

➢ Disbursements

➢ Tax Rates

➢ Fund Balance

**2023-24 Actual Financial Data
([Campus Reports](#))**

➢ Expenditures by Object

➢ Expenditures by Function

➢ Program Expenditures by Program

2023-24 is the most recent year available on TEA's website. This data was presented to the Board in November 2025 and posted to TEA's website in Spring 2025.

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 (TAPR Glosario)

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 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. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

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/2025/masking.html.

Resources and Availability of Annual Report

➢ The District's TAPR will be posted on the district's website at 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 Annual House
Bill 3 Report
and Scorecard
Update

Priority 1 Students

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, professional learning surveys, STAAR.	**Improve STAAR percentage rates for students reaching approaches (combined test scores):** **Approaches**: Due to our district missing our goal by 4% we have amended our 5-year plan with a goal of still reaching a 90% success rate by 2027-2028.
			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.	

Goals 23-24 & 24-25	New Goals 2025-2026
2022-2023: 80% TAPR 2023-2024: **78% TAPR** - 24-25: *82%* **X (78% Actual TAPR)** - 25-26: *85%* - 26-27: *88%* - 27-28: *90%*	2024-2025: 78% **(actual no change)** - 25-26: 82% *(new 25-26)* - 26-27: 86% *(new 25-26)* - 27-28: 90%

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

Goals 2024-2025
2022-2023: 55% (actual) 2023-2024: 53% (actual) - 24-25: 55% ✔ *55% Actual 24-25* - 25-26: 57%

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)

Approaches: Due to our district missing our goal by 4% we have amended our 5-year plan with a goal of still reaching a 90% success rate by 2027-2028.

Goals 23-24 & 24-25	New Goals 2025-2026
2022-2023: 80% TAPR 2023-2024: **78% TAPR** - 24-25: *82%* **X (78% Actual TAPR)** - 25-26: *85%* - 26-27: 88% - 27-28: 90%	2024-2025: 78% **(actual no change)** - 25-26: 82% *(new 25-26)* - 26-27: 86% *(new 25-26)* - 27-28: 90%

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

Goals 2024-2025

2022-2023: 55% (actual)
2023-2024: 53% (actual)
   - 24-25: 55% ✓ *55% Actual 24-25*
   - 25-26: 57%
   - 26-27: 58%
   - 27-28: 59%

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

Goals 2024-2025

2022-2023: 24% (actual)
2023-2024: 23% (actual)
   - 24-25: 25% ✓ *25% Actual 24-25*
   - 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

*We adjusted our 2025-2026 Goal from 59% to 60% for 3rd grade STAAR Reading

*Due to our district exceeding our goal for Literacy on the CIRCLE exam by 6% we have amended our 5-year plan to reach 89% (from 79%) in 2028-2029.

* adjusted in 25-26 (increased)

Early Literacy	Math
3rd STAAR Reading - 23-24: 53% TAPR - 24-25: 56% ✓**59% TAPR** - 25-26: ~~59%~~ 60% - 26-27: 62% - 27-28: 65% - 28-29: 68%	**3rd STAAR Math** - 23-24: 44% TAPR - 24-25: 47% ✓**48% TAPR** - 25-26: 50% - 26-27: 53% - 27-28: 56% - 28-29: 59%
CIRCLE Literacy - 23-24: 69% EOY - 24-25: 71% ✓ **77%** - 25-26: ~~73%~~ 80%* - 26-27: ~~75%~~ 83%* - 27-28: ~~77%~~ 86%* - 28-29: ~~79%~~ 89%	**CIRCLE Math** - 23-24: 79% EOY - 24-25: 80% ✓ **83%** - 25-26: 85% - 26-27: 87% - 27-28: 89% - 28-29: 90%

5 Year Growth Plan/Long-term Outcomes

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

Early Literacy	Math
MAP Growth Kinder - 23-24: 53% *EOY* - 24-25: 55% **X** *53%* - 25-26: 56% - 26-27: 59% - 27-28: 61% - 28-29: 63%	**MAP Growth Kinder** - 23-24: 55% *EOY* - 24-25: 57% ✔ *59%* - 25-26: ~~59%~~ 60% * - 26-27: 61% - 27-28: 64% - 28-29: 67%
MAP Growth 1st-3rd - 23-24: 50% *EOY* - 24-25: 52% ✔ *52%* - 25-26: 54% - 26-27: 56% - 27-28: 58% - 28-29: 60%	**MAP Growth 1st-3rd** - 23-24: 54% *EOY* - 24-25: 56% **X** *50%* - 25-26: 58% - 26-27: 63% - 27-28: 67% - 28-29: 70%

*We adjusted our 2025-2026 Goal from 59% to 60% for Kinder Math MAP Growth

* adjusted in 25-26 (increased)

We missed our 2024-25 goal for grade 1-3 Math MAP growth by 6%; however, we are keeping our goal for the subsequent years because we are on track to exceed the 2025-2026 goal at middle of the year.

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
- 23-24: 65% (actual) - 24-25: 66% ✓*68%* - 25-26: ~~67%~~ 69%* - 26-27: ~~68%~~ 70%* - 27-28: ~~69%~~ 71%* - 28-29: ~~70%~~ 72%*	- 23-24: 57% TAPR - 24-25: 60% X *58%* - 25-26: 62% - 26-27: 66% - 27-28: 69% - 28-29: 72%	- 23-24: 41% TAPR - 24-25: 43% X *42%* - 25-26: 45% - 26-27: 47% - 27-28: 49% - 28-29: 51%

*The district exceeded our goal for the CCMR progress measure of increasing our middle school enrollment in high school credit CTE classes or honors academic courses by 2%; therefore, we adjusted our 5-year plan to reach 72% by the 2028-29 school year.

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)

Updated in 2024-25
2022-2023: **41.3%**   • 23-24: 43% ✓46%   • 24-25: 48% ✓**48%**   • 25-26: 50%   • 26-27: 52%   • 27-28: 54%   • 28-29: 56%   • 29-30: 58%

5 Year Growth Plan/Long-term Outcomes

Improve combined (average) percentage of AP, Dual, and OnRamps College Credits earned:

Goals 2023-2024
2022-2023: **18.9%** • 23-24: 21% (TAPR 20.6, +1.7% growth) ✓ • 24-25: 23% **(TAPR 25.1, +4.5% growth)** ✓ • 25-26: ~~25%~~ 26%* • 26-27: 27% • 27-28: 29%

*We adjusted our 2025-2026 Goal from 25% to 26%

* adjusted in 25-26 (increased)

5 Year Growth Plan/Long-term Outcomes

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

Due to a significant increase in IBC attainment as a district, we are maintaining our 5-year goal of reaching a 37% success rate by 2027-2028.

Goals 2023-2024
2022-2023: **20.7%** • 23-24: 23% ✔ *28.4% (916 IBCs)* • 24-25: 31% **✗ 26.6% (813 IBCs)** • 25-26: 33% **(1,060 estimated IBCs)** • 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.

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.

Added Goal 2024-2025
2022-2023: 92.5% (actual) 2023-2024: 93.5% (actual) - 24-25: 94% x **93.8%** - 25-26: 95% - 26-27: 95% - 27-28: 95%

Thank you!

Questions?