

Hardin ISD 2020-2021

District Improvement Plan

2020-2021 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Mackey, Scott	Interim Superintendent	Hardin ISD	
Contreras, Chris	Assistant to the Superintendent	Hardin ISD	5-2021
Ivy, Karen	Curriculum Director	Hardin ISD	5-2021
Jones, Cami	Director of Special Programs	Hardin ISD	5-2021
Scott, Ronald	ES Principal	Hardin Elementary School	5-2021
Schweers, Kevin	JH Principal	Hardin Jr High School	5-2021
Tucker, Stacy	HS Principal	Hardin High School	5-2021
Jackson, Tracy	ES Teacher	Hardin Elementary School	5-2021
Lewis, Becky	ES Teacher	Hardin Elementary School	5-2021
Hebert, Laura	HS Teacher	Hardin High School	5-2021
Taylor, Tracy	Special Education Teacher	Hardin High School	5-2021
Henry, Betsy	Counselor	Hardin Jr High School	5-2021
Cambiaso, Jr, Joseph	Parent	Hardin ISD	5-2021
Fregia, Milton	Parent	Hardin ISD	5-2021
Frewin, Carol	Community Representative	Hardin ISD	5-2021
Hines, Tony	Community Representative	Hardin ISD	5-2021
Crump, Marla	Business Representative	Hardin ISD	5-2021
Rives, DeAnn	Business Representative	Hardin ISD	5-2021

Names of People Responsible For Implementation

Name	Title	Campus / District
Mackey, Scott	Superintendent	Hardin ISD
Contreras, Chris	Assistant to the Superintendent	Hardin ISD
Jones, Cami	Director of Special Programs	Hardin ISD
Ivy, Karen	Curriculum Director	Hardin ISD
Chambers, Kate	Special Education Director	Hardin ISD
Taylor, Tracy	JH/HS Special Education Coordinator	Hardin High School
Jones, Cami	Homeless Liaison	Hardin ISD
Catchings, Tom	Attendance Coordinator	Hardin ISD
English, Todd	Director of Technology	Hardin ISD
Carpenter, Keith	Director of Maintenance	Hardin ISD
Peek, Robert	Director of Transportation	Hardin ISD
Snell, Randy	Athletic Director	Hardin ISD
Zamazal, Glenn	HS Band Director	Hardin High School
Tantillo, Meagan	JH Band Director	Hardin Jr High School
Scott, Ronald	ES Principal	Hardin Elementary School
Schweers, Kevin	JH Principal	Hardin Jr High School
Tucker, Stacy	HS Principal	Hardin High School
Emerson, Penny	ES Asst. Principal	Hardin Elementary School
Vincent, Kenneth	ES Asst. Principal	Hardin Elementary School
Cain, Tanya	JH Asst. Principal	Hardin Jr High School
Polk, Dr. Rachel	HS Asst. Principal	Hardin High School
Collins, Lisa	ES Counselor	Hardin Elementary School
Redd, Kelli	At-Risk Counselor	Hardin Elementary School
Henry, Betsy	JH Counselor	Hardin Jr High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Waller, Melissa	HS Counselor	Hardin High School
Citizen, Kimberlee	ES Nurse	Hardin Elementary School
Hobson, Kayla	JH Nurse	Hardin Jr High School
Flores, Haylee	HS Nurse	Hardin High School
Blakeney, Haylee	Library Aide	Hardin Elementary School
Brashear, Bryn	Library Aide	Hardin Jr High School
Blalock-Taylor, Amanda	Library Aide	Hardin High School
Lazard, Holli	PK Teacher	Hardin Elementary School
Flores, Melissa	PK Teacher	Hardin Elementary School
Bell, Jennifer	PK Teacher	Hardin Elementary School
Wells, Christine	Reading/Dyslexia Interventionist	Hardin Elementary School
West, Niki	Instructional Coach	Hardin Elementary School
Barrier, Hayli	Instructional Coach	Hardin Elementary School
Vanya, Hannah	Interventionist	Hardin Elementary School
Hamilton, Janice	Lab Teacher	Hardin Jr High School
Ringer, Paula	Lab Teacher	Hardin Jr High School
Meredino, Jared	Math Teacher	Hardin High School
Marberry, Jennifer	Science Teacher	Hardin High School
Mealer, Jonathan	Dual Credit Teacher	Hardin High School
Booker, Venus	DAEP Teacher	Hardin High School
Steele, Amy	UIL Coordinator	Hardin Jr High School

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2018	2019	2021	2022	2023
All Students	60.00	65.00	76.67	88.33	100.00
African American	57.00	50.00	66.67	83.33	100.00
Economically Disadvantaged	52.00	60.00	73.33	86.67	100.00
English Learner	43.00	40.00	60.00	80.00	100.00
Hispanic	57.00	68.00	78.67	89.33	100.00
Special Education	29.00	30.00	53.33	76.67	100.00
Two or More Races	50.00	57.00	71.33	85.67	100.00
White	61.00	66.00	77.33	88.67	100.00

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

STAAR Science

100%

	2018	2019	2021	2022	2023
All Students	72.00	76.00	84.00	92.00	100.00
African American	43.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	64.00	64.00	76.00	88.00	100.00
English Learner	70.00	57.00	71.33	85.67	100.00
Hispanic	76.00	77.00	84.67	92.33	100.00
Special Education	33.00	47.00	64.67	82.33	100.00
Two or More Races	83.00	50.00	66.67	83.33	100.00
White	72.00	77.00	84.67	92.33	100.00

STAAR

Grade:**3rd-12th**

All Subjects

100%

	2018	2019	2021	2022	2023
All Students	70.00	72.00	81.33	90.67	100.00
African American	54.00	62.00	74.67	87.33	100.00
American Indian	76.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	62.00	64.00	76.00	88.00	100.00
English Learner	58.00	54.00	69.33	84.67	100.00
Hispanic	68.00	71.00	80.67	90.33	100.00
Special Education	34.00	34.00	56.00	78.00	100.00
Two or More Races	66.00	60.00	73.33	86.67	100.00
White	72.00	73.00	82.00	91.00	100.00

Grade:**3rd-12th**

STAAR Mathematics

100%

	2018	2019	2021	2022	2023
All Students	74.00	75.00	83.33	91.67	100.00
African American	55.00	68.00	78.67	89.33	100.00
American Indian	67.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	66.00	69.00	79.33	89.67	100.00
English Learner	76.00	68.00	78.67	89.33	100.00
Hispanic	72.00	77.00	84.67	92.33	100.00
Special Education	40.00	40.00	60.00	80.00	100.00
Two or More Races	68.00	67.00	78.00	89.00	100.00
White	75.00	75.00	83.33	91.67	100.00

STAAR

Grade:**3rd-12th**

STAAR Reading

100%

	2018	2019	2021	2022	2023
All Students	68.00	69.00	79.33	89.67	100.00
African American	58.00	57.00	71.33	85.67	100.00
American Indian	75.00	63.00	75.33	87.67	100.00
Economically Disadvantaged	59.00	61.00	74.00	87.00	100.00
English Learner	39.00	45.00	63.33	81.67	100.00
Hispanic	58.00	66.00	77.33	88.67	100.00
Special Education	27.00	25.00	50.00	75.00	100.00
Two or More Races	63.00	54.00	69.33	84.67	100.00
White	70.00	70.00	80.00	90.00	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023
All Students	79.00	80.00	86.67	93.33	100.00
African American	44.00	50.00	66.67	83.33	100.00
Economically Disadvantaged	72.00	68.00	78.67	89.33	100.00
English Learner	0.00	67.00	78.00	89.00	100.00
Hispanic	96.00	77.00	84.67	92.33	100.00
Special Education	57.00	36.00	57.33	78.67	100.00
White	77.00	81.00	87.33	93.67	100.00

About Hardin ISD

Mission Statement:

The Hardin Independent School District produces students who have pride in their community and are prepared to be cooperative, productive, and creative problem solvers ready to fully participate in the social, economic, and educational opportunities of their state and nation.

Vision:

Building a Better Hardin, One Student at a Time

Grade Span:

EE – 12

Enrollment:

1,231

Accountability Ratings:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability Ratings:

Overall Accountability Rating: B

- Student Achievement Rating: B

- School Progress Rating: B

- Academic Growth Rating: C

- Relative Performance Rating: B

- Closing the Gaps Rating: B

* Hardin High School: B

* Hardin Junior High: D

* Hardin Elementary: F

Comprehensive Needs Assessment (CNA)

CNA Process:

Each summer, the directors, principals, superintendent, assistant to the superintendent, teachers, and parents meet to participate in planning for the upcoming school year.

Each committee across the district, from school improvement and campus leadership to attendance, holds meetings to determine strengths and needs. They recommend strategies and activities to address the needs identified.

Representatives from all the committees come together to review data, prioritize needs, coordinate programs, and review budgets.

The CNA was reviewed and revised on in the Fall of 2020.

Federal Requirements - Schoolwide Program

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

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

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

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Elements

Hardin ISD conducts Title I Schoolwide Programs on the campuses. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

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

- * Hardin ISD reviewed/revise the CNA in the Fall of 2020.
- Goal #2: District Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Needs Assessment Strategy

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

* Hardin High ISD reviewed/revise the DIP in September, October, November 2020. The Plan was reviewed by the Interim Superintendent, Dr. Darrell Myers; Assistant to the Superintendent, Chris Contreras; Director of Special Programs, Cami Jones; Campus Administrators; and parents and community members. The School Board will review the DIP at the January or February 2021 School Board Meeting. The DIP is available on the district website. Printable versions made available upon request. The DIP is distributed in English and Spanish as requested.

- Goal #2: Foundation Program
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: Career and Technical Education Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/reviewed by the Assistant to the Superintendent, Chris Contreras; Director of Special Programs, Cami Jones; Parents, Angie Amyx and Milton Fregia; and Campus Administrators. The Policy is available on the district website and distributed in the Student Handbook and Enrollment Packets in English and Spanish upon request. Printable versions made available upon request. Parent and Family Engagement Meetings will be held twice annually in the Fall and Spring during the week in the evenings at the administration office. Parent Involvement Meetings will be offered at least monthly immediately following school board meetings. Input is encouraged through our website posting as well.

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardin ISD is a rural, three campus district that is currently serving 1233 students in EE - 12, compared to 1519 students at the end of 2019-2020. Hardin ISD was established in 1941 and currently serves students who are 45% at risk and 49% economically disadvantaged.

2020-2021 Enrollment:

Total Students - 1233

12th grade - 65

11th grade - 108

10th grade - 82

9th grade - 90

8th grade - 110

7th grade - 103

6th grade - 122

5th grade - 92

4th grade - 86

3rd grade - 98

2nd grade - 81

1st grade - 81

KG grade - 61

PK grade - 49

EE grade - 5

From Summer PEIMS 2019-2020 numbers, the student population is 3.23% African American, 14.94% Hispanic, 78.08% Caucasian, 0.79% American Indian, 0.07% Asian, and 2.90% Two or more races, 50.95% Male, and 49.05% Female. Our student groups were 60.57% Economically Disadvantaged, ELL/LEP is 2.30%, Gifted and Talented is 3.36%, and Special Education is 10.20%.

Accountability Ratings:

2019 State Accountability Ratings:

Overall Accountability Rating: B

Student Achievement Rating: B

School Progress Rating: B

Academic Growth Rating: C

Relative Performance Rating: B

Closing the Gaps Rating: B

* Hardin High School: B

* Hardin Junior High: D

* Hardin Elementary: F

Demographics Strengths

Strengths

- High School is continuously working to deter students from becoming a drop out by offering a variety of credit recovery resources.
- The district provides equitable services for Economically Disadvantaged students through a variety of programs and funding sources.
- The district provides equitable services for Special Education students through a variety of programs and funding sources.

Weaknesses

- Enrollment is decreasing, particularly at the elementary level.
- Attendance rates are low. Possibly because of COVID-19 fears and concerns.

Student Achievement

Student Achievement Summary

Hardin ISD will use the State Accountability Rating from 2019 to plan for the 2020-2021 school year. There were no State Accountability Ratings issued for 2020 due to the COVID -19 pandemic.

Hardin ISD received a State Accountability Rating of B from TEA in 2019. The rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Achievement Strengths

*All STAAR results are based on 2018-2019 results due to no data for 2019-2020 school year due to the COVID 19 pandemic.

Student Strengths and Needs:

Reading/ELA: 69% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading/ELA tests. Percentages for other student groups ranged from 70% for White students to 25% for Special Education students.

Math: 75% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math tests. Percentages for other student groups ranged from 77% for Hispanic students to 40% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 65% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 68% for Hispanic students to 30% for Special Education students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science tests. 76% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 77% for Hispanic and White students to 47% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies tests. 80% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 81% for White students to 36% for Special Education students.

Interventions: Hardin ISD has programs at every grade level in place to address the identified needs of its students. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Reading Interventions for grades PK - 4
- * Core Subject Intervention Program for grades PK - 5
- * Math Intervention for grade 6

- *STAAR Lab for grades 6 - 8
- * Reading Lab for grades 6 - 8
- * Double Block ELA classes for grades 6 - 7
- * Tutorials for grades 7 - 8
- * Reading/Writing Lab for grades 9 - 12
- * Science Lab for grades 9 - 12
- * Math Lab for grades 9 - 12
- * Summer School Credit Recovery Program for grades 5 - 12
- * Inclusion Support for English Learners (EL)

District Culture and Climate

District Culture and Climate Summary

Hardin ISD actively works to create a community culture among its campuses. The small size of the community and the level of parental involvement at extracurricular activities ensures the culture and climate is positive for community, staff, and students. A partnership exists between parents and teachers to facilitate the learning of students. Training is planned to address needs in the areas of consistent and appropriate consequences to support students in changing negative behaviors.

District Culture and Climate Strengths

Strengths

- Small campuses and small class sizes reflect the district's focus on creating a neighborhood or family feel.
- A variety of clubs, athletics, and extracurricular activities are available for students at all levels.
- There is good rapport between teachers and parents, working together to plan for student achievement.

Weaknesses

- Teachers and administrators need training with respects to handling classroom management issues before they become office referrals.
- Clear and consistent consequences for discipline referrals should be equitable across classrooms and campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff in Hardin ISD are surveyed annually to determine areas of need with regards to retention and staff development needs. The community feel of Hardin is a positive recruitment and retention strategy. As the district continues to grow, additional recruitment opportunities should be developed to attract high-quality candidates and to attract candidates so the demographics of staff mirror that of the student population. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- All teaching staff are "Highly Qualified" and certified under SBEC requirements.
- Sense of community among the staff keeps people in Hardin ISD.
- Expectations for and among staff are high so they can keep each other accountable for the standards and work.

Weaknesses

- Retention strategies should be built into the school year.
- Recruitment of staff, especially in high-need areas, should be done to get additional applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers in Hardin ISD utilize TEKS Resource System as a guide in making curricular decisions. Ongoing lesson planning and monitoring of formative assessment data assists teachers in meeting individual student needs. State-adopted curriculum resources are implemented in all courses in order to provide teachers and students with TEKS-aligned resources. Supplemental resources are provided for most courses in order to provide students with additional skills and application practice.

Curriculum, Instruction, and Assessment Strengths

Strengths

- Teachers and students have a variety of supplemental instructional materials available both in print and online.
- Teachers have access to student data in Eduphoria Aware in order to guide instructional decisions.
- A campus-based benchmarking program is used in order to provide formative and summative assessment data.

Weaknesses

- An inventory of instructional resources is needed to ensure all classes have updated instructional materials.
- Resources that are not utilized or not effective should be discontinued.

Parent and Community Engagement

Parent and Community Engagement Summary

Hardin ISD has an active and connected community. The "family" feel of the district and the opportunities for parental involvement on campuses and at extracurricular activities keeps the district involved. The School Health Advisory Council (SHAC) meets regularly and monitors opportunities for students and parents to be healthy and connected. As the district continues to grow and accept transfers from other districts, there is a need to build connections to the community through social media and additional volunteer opportunities.

Parent and Community Engagement Strengths

Strengths

- Health and immunization checks are completed on all campuses.
- There are many parent volunteers, especially at the elementary level.
- Activities such as Family Fun Night, Trick or Trunk, and Tailgating are widely attended.
- After-school activity buses have given students opportunities to participate in tutoring or extracurricular activities.

Weaknesses

- Advertising for volunteer opportunities is lacking.

District Context and Organization

District Context and Organization Summary

Hardin ISD is focused on student achievement through data-driven decision making and ensuring high quality staff are hired and retained. The seven goals of the district are focused on ensuring students are provided an education that prepares them for college, career, or a variety of post-secondary options. As the district continues to grow, and new facilities are opened within the next year, long-range planning is needed to determine future needs with regards to instructional spaces, athletic facilities, and fine arts performance spaces.

District Context and Organization Strengths

Strengths

- The Hardin ISD School Board is a positive voice in the schools and neighborhood, providing guidance and accountability for the work of the various departments and campuses.
- Teachers, community members, and parents are involved in decision-making as part of the DEIC and CEIC committees.
- Central administration is fully staffed and works collaboratively with campus administrators to plan and focus on data-driven improvement.

Weaknesses

- The district mission and goals need to be communicated so that all community and staff work toward a common vision.
- Long range planning is needed in regards to facilities maintenance.

Technology

Technology Summary

Hardin ISD provides a technology-rich environment on all of the campuses in order to support instruction. The 1:1 Chromebook program for grades 7-12 has assisted with moving to online resources and provides more equitable access for students at school and home. Additional opportunities may need to be explored to ensure all students have access at home to the instructional resources needed. A plan for the future of technology and the inventory of technology equipment needs to be put in place.

Technology Strengths

Strengths

- Hardin ISD continues to provide a 1:1 Chromebook environment in grades 7-12.
- Chromebook carts are available for students to use during school at the elementary level.
- Online resources are available for teachers and students to use both at school and at home to supplement instruction.

Weaknesses

- Technology professional development should be instructional in nature to support implementation.

Needs Assessment Summary

Hardin ISD received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Hardin ISD received a State Accountability Rating of B from TEA in 2019. The rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 69% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading/ELA tests. Percentages for other student groups ranged from 70% for White students to 25% for Special Education students.

Math: 75% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math tests. Percentages for other student groups ranged from 77% for Hispanic students to 40% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 65% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 68% for Hispanic students to 30% for Special Education students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science tests. 76% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 77% for Hispanic and White students to 47% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies tests. 80% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 81% for White students to 36% for Special Education students.

Interventions:

Hardin ISD has programs at every grade level in place to address the identified needs of its students. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Reading Pullout for grades 3 - 4
- * ELAR and Math Enrichment for grades 3 - 5
- * Core Subject Intervention Program for grades PK - 5
- * STAAR Lab for grades 6 - 8
- * Tutorials for grades 6 - 8
- * English Lab for grades 9 - 12
- * Biology Lab for grades 9 - 12
- * Algebra I Lab for grades 9 - 12
- * Summer School Credit Recovery Program for grades 5 - 12
- * Inclusion Support for English Learners (EL)

The addition of new ESL students at the Hardin Junior High campus raises the need to implement technology such as portable electronic devices into instruction to accelerate the development of language skills and narrow the achievement gap between English Learners (EL) and non-EL.

Faculty and Staff:

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

Attendance:

Attendance rates slightly increased from 94.2% in 2017-2018 to 94.3% in 2018-2019. Hardin ISD has several activities and incentives in place that are designed to increase student attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate for grades 7 - 8 increased to 0.4% in 2018-2019 and for grades 9 - 12 increased to 0.3% in 2018-2019. Several programs including parental involvement activities and counseling programs are in place to maintain the low dropout rate.

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

Objective(s): PK-12 Hardin ISD will provide a variety of opportunities for parents and community members to be active, collaborative partners.
PK-12 Hardin ISD will maintain open communication with all school stakeholders.

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

District Improvement Plan
Hardin ISD 2020-2021

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Hardin ISD will provide a variety of opportunities for parents and community members to be active, collaborative partners. PK-12 Hardin ISD will maintain open communication with all school stakeholders.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Hardin ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the Assistant to the Superintendent, Director of Special Programs,</p>	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Staff, Parents, and Community		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/21: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Hardin ISD will provide a variety of opportunities for parents and community members to be active, collaborative partners. PK-12 Hardin ISD will maintain open communication with all school stakeholders.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Parents, and Campus Administrators. The Policy is available on the district website and distributed in the Student Handbook and Enrollment Packets in English and Spanish upon request. Printable versions made available upon request. Parent and Family Engagement Meetings will be held twice annually in the Fall and Spring during the week in the evenings at the administration office. Parent Involvement Meetings will be offered at least monthly immediately following school board meetings. Input is encouraged through our website posting as well.</p> <p>Stakeholders are notified through the Hardin ISD website, conferences, phone calls, and Family Access.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p>						

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. All compacts will be reviewed and signed. Copies of the compact will be distributed in the Student Handbook.</p> <p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p>	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>	<p>Documents :School Records - - 12/20: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).</p>	<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Involvement Records - 06/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>
<p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p>	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Teachers</p>	<p>Documents :School Records - - 12/20: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).</p>	<p>Increased student performance as a result of increased parent participation.</p>	<p>Documents :School Records - - 05/21: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.</p>

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Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Parent and Community Support Organizations - Hardin ISD conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House * Student Orientation * Parent/Teacher Conferences * Volunteer Opportunities * Award Assemblies * Athletic Events * Banquets * Fall and Spring Parent Nights * Grandparents' Day * Volunteer Opportunities * Family Fun Night * Trick or Trunk * Tailgating	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Hardin ISD.	Parents as full partners in the education of Hardin ISD students.	Documents :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Hardin ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Hardin ISD will provide a variety of opportunities for parents and community members to be active, collaborative partners. PK-12 Hardin ISD will maintain open communication with all school stakeholders.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Faculty and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/21: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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<p>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</p>						
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>District Educational Improvement Committee (DEIC) - The DEIC is made up of the Hardin ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by district administrators for two year terms. The DEIC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin ISD. [TEC 11.251 (b)]</p> <p>The DEIC will review the District Improvement Plan (DIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the DIP as needed and recommended by the committee.</p> <p>Hardin High ISD reviewed/revised the DIP in September, October, November 2020. The Plan was reviewed by the Interim Superintendent, Assistant to the Superintendent, Director of Special Programs, Campus Administrators, and parents and community members. The School Board will review the DIP at the January or February 2021 School Board Meeting. The DIP is available on the district website. Printable versions made available upon request. The DIP is distributed in English and Spanish as requested.</p> <p>The DEIC meets regularly to review average class size, school climate, student discipline, and behaviors. The DEIC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents. The DEIC will also determine</p>	7/2020 - 6/2021	<p>Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documents :Agendas, Meeting Notes - 08/20: DEIC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.</p>	<p>A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin ISD.</p>	<p>Documents :Agendas, Meeting Notes - 02/21: A current DIP approved by the Hardin ISD Board of Trustees.</p>

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PK-12 Hardin ISD will maintain open communication with all school stakeholders.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DEIC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the Campus Educational Improvement Committees (CEIC) are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the campus CIPs.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	7/2020 - 6/2021	<p>Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$9,624.00</p> <p>Federal - Title II, Part A - SECCA, Inc Consulting Services \$1,578.00</p> <p>Federal - Title IV, Part A - SECCA, Inc Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services \$18,161.00</p> <p>Federal - Title V, Part B - RLIS - SECCA, Inc Consulting Services \$800.00</p> <p>Federal - Title I, 1003 – School Improvement - SECCA, Inc Consulting Services \$3,000.00</p> <p>Federal - ESSER - SECCA, Inc Consulting Services \$6,027.00</p>	<p>Documents :Agendas, Meeting Notes - - 12/20: DEIC agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Hardin ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documents :School Records - - 05/21: Hardin ISD will receive the State Accountability Rating of B or higher.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The DEIC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Hardin ISD will adopt performance objectives reflective of their students' unique needs.</p>	6/2020 - 6/2021	Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Committee Members		The district performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agenda Minutes, Sign-in Sheets - Quarterly: DEIC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hardin ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The program includes the administration of the State of Texas Assessment of Academic Readiness (STAAR) in Reading (grades 3 - 8), Math (grades 3 - 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8) and the STAAR End of Course (EOC) Exams for grades 9 - 12 in English I, English II, Algebra I, Biology, and US History.</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.</p>	1/2021 - 6/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Foundation Assessments - Through the activities of the DEIC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin ISD.</p> <p>Students in PK will be administered Frog Street to assess each student's overall reading ability including phonemic awareness, alphabetic knowledge, vocabulary, comprehension, and fluency.</p> <p>Students in Kindergarten will be administered Iowa Test of Basic Skills (ITBS) and Developmental Reading Assessment (DRA) to determine specific strengths and weaknesses in the development of reading skills. The ITBS will be administered in the Spring. The DRA will be administered twice a year (middle and end of year).</p> <p>Students in Kindergarten – 2 will be administered the mCLASS/Amplify and Waterford Reading to assess early literacy skills.</p> <p>Students in grades 1 – 2 will be administered the ITBS in the Spring.</p> <p>Students in grades 1 – 4 will be administered the DRA 3 times a year.</p> <p>Students in grades 3 – 5 will be administered the IXL Math assessment and the Mind Play Reading assessment throughout the school year to determine specific skill deficiencies and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Informal Assessment :Classroom Assessments - - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>criteria are those scoring below grade level.</p> <p>Students in grades 6 – 8 will be administered the IXL Math and Reading Plus assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 70%.</p> <p>Students in grades 9 – 12 will be administered grade level assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 60%.</p>						

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Evaluation of Foundation Program - Through the use of Eduphoria, faculty and staff analyze (disaggregate) test data from the previous year's State-adopted assessment instruments, benchmark tests and unit assessments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Faculty and Staff Local Funds - Eduphoria Services	Informal Assessment :Classroom Assessments - - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state and local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</p> <p>Hardin Elementary conducts a full-day Prekindergarten program, conducted by Highly Qualified PK teachers, with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK goals and vertically aligned with Head Start.</p>	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott PK Teacher - Melissa Flores PK Teacher - Jennifer Bell PK Teacher - Holli Lazard</p>	<p>Local Funds - Time Contributions of PK Teachers FTE: 3.00</p> <p>Federal - Title I, Part A - Time Contributions of PK Aides FTE: 4.00</p> <p style="text-align: right;">\$66,234.54</p> <p>State - Early Education Allotment - Early Education Allotment</p> <p style="text-align: right;">\$149,688.00</p>	<p>Informal Assessment :Classroom Assessments - 12/20: 80% of all students will master appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an at-risk situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/21: 90% of all PK students will master the State's Prekindergarten goals.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hardin Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and parent meetings.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2020 - 5/2021	ES Principal - Ronald Scott PK Teacher - Melissa Flores PK Teacher - Jennifer Bell PK Teacher - Holli Lazard	Coordinated Funds - Time Contributions of PK Staff FTE: 7.00	Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Kindergarten program.	Informal Assessment :Classroom Assessments - - 05/21: 90% of all PK students will master the State's Prekindergarten goals.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Hardin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> <p>Activity:</p> <p>Core Subject Intervention Program - Students in grades PK - 5 who are experiencing difficulty in core subject areas will be provided additional, supplemental assistance.</p>	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$20,000.00</p> <p>Federal - Title V, Part B - RLIS - Supplemental Instructional Resources \$25,684.00</p>		<p>Increased academic performance by all students and all student groups.</p> <p>Students meeting the state-adopted at-risk criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Documents :School Records - 05/21: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>
	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott Interventionist - Hannah Vanya Instructional Coach - Hayli Barrier Instructional Coach - Niki West</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Interventionist FTE: 1.00 \$64,377.50</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Instructional Coaches FTE: 2.00 \$107,238.70</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 40% of all students will pass the STAAR Reading tests.</p> <p>41% of all students will pass the STAAR Math tests.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Reading/Writing Accelerated Instruction - Students who have not met the minimum expectations on the STAAR Reading/Writing tests, STAAR EOC English Exams, or who have failed a Reading/ELA class will be provided daily supplemental reading instruction through Reading Pullouts in grades 3 - 5, ELAR Enrichment in grades 3 - 5, and English Labs in grades 9 - 12.	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker Reading/Dyslexia Interventionist - Christine Wells	Federal - Title I, Part A - Time Contributions of ES Reading Pullout Teachers FTE: 2.00 \$68,892.22 State - State Compensatory Education (SCE) - Time Contributions of ES Enrichment Teachers FTE: 1.38 \$72,054.54 State - State Compensatory Education (SCE) - Time Contributions of HS English Lab Staff FTE: 0.38 \$11,975.58 State - State Compensatory Education (SCE) - Reading Site Licenses \$24,000.00 State - State Compensatory Education (SCE) - English I and II EOC Prep Materials \$5,000.00 State - State Compensatory Education (SCE) - STAAR Master Reading \$1,300.00 Federal - Title I, Part A - Summer Reading \$30,000.00	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/21: 40% of all students will pass the STAAR Reading tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Math Intervention - Hardin Elementary and High School will provide individualized instruction to students in grade 5 and grades 9 - 12 who have experienced difficulty in passing the STAAR Math test or the STAAR EOC Algebra I exam, or who have demonstrated difficulty in the acquisition of basic or advanced math skills and need supplemental assistance prior to the next administration of the STAAR tests.</p> <p>The teachers will use myriad re-teaching strategies, follow-up activities, reinforcement activities, including a multi-sensory approach and applying math to a variety of practical skills in preparation for the STAAR Math tests.</p>	<p>8/2020 - 5/2021</p>	<p>ES Principal - Ronald Scott HS Principal - Stacy Tucker Math Teacher - Jared Meredino</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Enrichment Teachers FTE: 0.80 \$38,955.97</p> <p>Federal - Title I, Part A - Time Contributions of HS Math Lab Teacher FTE: 0.13 \$8,752.28</p> <p>State - State Compensatory Education (SCE) - Time Contributions of HS Algebra Lab Aide FTE: 0.25 \$5,024.58</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/21: 41% of all students will pass the STAAR Math tests.</p>

District Improvement Plan
Hardin ISD 2020-2021

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Lab Intervention - Hardin Junior High and High School will provided additional instructional time for students who are at risk of dropping out of school to assist them in the acquisition of the TEKS and the STAAR objectives. An Advisory Period will be provided for 30 minutes during the school day to students in grades 6 - 8. A STAAR Lab will be provided for 50 - 55 minutes during the day to students in grades 6 - 8. Students in grades 9 – 12 who have not met the minimum expectations on the STAAR Biology Exam will be provided daily supplemental instruction.	8/2020 - 5/2021	JH Principal - Kevin Schweers HS Principal - Stacy Tucker Lab Teacher - Janice Hamilton Lab Teacher - Paula Ringer Science Teacher - Jennifer Marberry	State - State Compensatory Education (SCE) - Time Contributions of Advisory Teachers FTE: 1.36 <div style="text-align: right;">\$74,314.66</div> Federal - Title I, Part A - Time Contributions of JH STAAR Lab Staff FTE: 1.42 <div style="text-align: right;">\$43,346.04</div> Federal - Title II, Part A - Time Contributions of JH Lab Teacher FTE: 0.66 <div style="text-align: right;">\$46,835.82</div> State - State Compensatory Education (SCE) - Time Contributions of HS Biology Lab Teacher FTE: 0.14 <div style="text-align: right;">\$6,749.13</div> State - State Compensatory Education (SCE) - STAAR Prep Resources <div style="text-align: right;">\$55,000.00</div>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Hardin ISD 2020-2021

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: School Improvement - Hardin Elementary received an Overall Accountability Rating of F in 2019. The campus is identified for comprehensive support and improvement. The campus will provide professional development to achieve the goals set in the targeted improvement plan. The campus will collaborate with Region IV ESC to improve efforts to develop campus instructional leaders with clear roles and responsibilities; build capacity to recruit, select, assign, induct, and retain a full staff of highly qualified educators; develop compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations; build capacity to deploy curriculum and assessments aligned to TEKS with a year-long scope and sequence; improve efforts to develop objective-driven daily lesson plans with formative assessments; improve actions and processes around data-driven instruction; and develop and implement other evidence-based improvement strategies.	8/2020 - 5/2021	ES Principal - Ronald Scott Curriculum Director - Karen Ivy	Federal - Title I, 1003 – School Improvement - Time Contributions of DCSI Support FTE: 1.00 <p style="text-align: right;">\$22,012.74</p> Federal - Title I, 1003 – School Improvement - Contracted PD <p style="text-align: right;">\$16,800.00</p> Federal - Title I, 1003 – School Improvement - Technology Resources <p style="text-align: right;">\$54,187.00</p> Federal - Title I, 1003 – School Improvement - Fundamental 5 Software <p style="text-align: right;">\$4,000.00</p> Federal - Title I, 1003 – School Improvement - Renaissance Learning <p style="text-align: right;">\$20,000.00</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 40% of all students will pass the STAAR Reading tests. 41% of all students will pass the STAAR Math tests. Documents :School Records - - 05/21: Hardin Elementary will receive the State Accountability Rating of C or higher.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2020 - 5/2021	Director of Special Programs - Cami Jones Special Education Director - Kate Chambers ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	State - Special Education Block Grant - Special Education Allotment <p style="text-align: right;">\$839,135.00</p>	Informal Assessment :Classroom Assessments - 12/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Assessment Instruments	Documents :School Records - - 12/20: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/21: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Modifications - Hardin ISD provides a range of educational programs and different instructional arrangements for students with disabilities. These include a Resource pullout class, Inclusion in the regular classroom and Life Skills. An Adaptive Behavior setting is available to provide a structured intervention program for students with a pattern of persistent misbehavior. The appropriate instructional setting will be determined for each student by ARD committees. Hardin ISD ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.	8/2020 - 5/2021	ES Principal - Ronald Scott ES Counselor - Lisa Collins JH Principal - Kevin Schweers JH Counselor - Betsy Henry HS Principal - Stacy Tucker HS Counselor - Melissa Waller Special Education Director - Kate Chambers	State - State and Local Funds - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - - 12/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
Activity: Related Services - Hardin ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services, which are provided through the Southeast Texas Co-Op.	8/2020 - 5/2021	Director of Special Programs - Cami Jones Special Education Director - Kate Chambers JH/HS Special Education Coordinator - Tracy Taylor ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Time Contributions of ARD Committee	Documents :School Records - - 12/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :School Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Hardin ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services.</p> <p>Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercial, * countywide: contact each school district and talk with each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	<p>7/2020 - 6/2021</p>	<p>Special Education Director - Kate Chambers JH/HS Special Education Coordinator - Tracy Taylor ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	<p>State - State and Local Funds - Child Find Resources</p>	<p>Documents :School Records - - 12/20: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>	<p>100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.</p>	<p>Documents :School Records - - 05/21: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Hardin ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> <p>The district will post the transition and employment guide on the</p>	8/2020 - 5/2021	Special Education Director - Kate Chambers JH/HS Special Education Coordinator - Tracy Taylor ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Time Contributions of Faculty and Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :School Records - - 05/21: Transition activities are 100% in line with students' IEPs.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
district's website in accordance with TEC §29.0112. Strategy: English as a Second Language (ESL) Program - Hardin ISD School offers an ESL Program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school.	8/2020 - 5/2021	Director of Special Programs - Cami Jones ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	State - Bilingual Education Block Grant - Bilingual Education Allotment \$18,431.00 Federal - Title III, Part A - ELA - Region V SSA \$3,184.00	See Activities below.	Narrowing the achievement gap between EL and non-EL.	See Activities below.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>English Learner Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 66% of EL in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>English Learner Modifications - The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription, EL in grades K – 12 will receive ESL support within the classroom from ELA teachers who are also ESL certified. All teachers in Hardin ISD are ESL certified.</p> <p>Technology such as portable electronic devices will be used to accelerate the development of all four language skills and narrow the achievement gap between EL and non-EL.</p> <p>Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/20: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	Informal Assessment :Classroom Assessments - - 05/21: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/21: 66% of EL in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints</p>	<p>8/2020 - 5/2021</p>	<p>ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff and LPAC</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Increase in number of students eligible to exit the ESL Program.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/21: 58% of EL in grades 3 – 12 will pass all appropriate grade-level STAAR Reading tests or STAAR EOC English exams.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Dyslexia Program - Hardin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2020 - 5/2021	Director of Special Programs - Cami Jones Reading/Dyslexia Interventionist - Christine Wells ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - Dyslexia Allotment - Dyslexia Allotment \$21,815.00	See Activities below.	Increased student achievement.	See Activities below.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Hardin ISD assesses students for Dyslexia and related disorders beginning with Kindergarten. Students are given the Comprehensive Test of Phonological Processing (CTOPP) to measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	<p>8/2020 - 5/2021</p>	<p>ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	<p>State - Dyslexia Allotment - Assessment Instruments</p>		<p>Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.</p>	<p>Documents :School Records - - 05/21: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin ISD. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Hardin ISD's intervention program is designed to provide students with strategies to help them to become successful readers.</p> <p>At Hardin Elementary, the Dyslexia teacher will implement explicit, individualized, and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development, and listening/reading development. Students will meet with a certified Dyslexia Teacher for pullout instruction for 30 minutes/day.</p> <p>At Hardin Junior High and High School, students will receive services through ELA and Intervention classes provided by a trained intervention teacher.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselors.</p>	8/2020 - 5/2021	ES Principal - Ronald Scott ES Counselor - Lisa Collins JH Principal - Kevin Schweers JH Counselor - Betsy Henry HS Principal - Stacy Tucker HS Counselor - Melissa Waller Reading/Dyslexia Interventionist - Christine Wells	State - State and Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/20: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 79% of all students in grades 3 – 12 will pass all appropriate grade-level STAAR Reading tests or STAAR EOC English exams.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counseling Records - 05/21: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor records.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Gifted and Talented (G/T) Program - Hardin ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2020 - 5/2021	Director of Special Programs - Cami Jones ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Time Contributions of G/T Staff	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Assessment - Students in grades 1 – 12 are eligible to participate in the G/T Program of Hardin ISD. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the G/T Building Selection Committee.</p> <p>The G/T Building Selection Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). At Hardin ISD, the committee is comprised of campus administrator(s), a counselor, and teacher(s).</p> <p>Assessment instruments include: * Quantitative criteria include the following: Verbal, Quantitative, and Non-verbal reasoning and specific academic achievement assessments.</p> <p>* Qualitative criteria include the following: a parent survey, a teacher survey and/or observations, and a portfolio of student work, if applicable. Students may be identified as G/T in the four core content areas.</p> <p>Identified G/T students who transfer from one school site to another school site within the district will be placed immediately into the receiving school's program.</p> <p>For out-of-district transfers, Hardin ISD will ensure that services are provided to the student in his/her new school district, within ten (10) days the campus must send to the</p>	<p>8/2020 - 5/2021</p>	<p>ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	<p>Local Funds - Assessment Instruments</p>	<p>Documents :School Records - - 12/20: Students have been identified, nominated and assessed for participation in the G/T Program.</p>	<p>Students who meet the criteria for the G/T Program have been identified.</p>	<p>Documents :School Records - - 05/21: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>receiving school district the complete data on the referral and identification of the transferring G/T student.</p> <p>Students who transfer into Hardin ISD from another public school district and who meet or exceed Hardin ISD criteria for gifted services will receive gifted services upon receipt of student test data and permanent records. The parents of those students identified as gifted in another public school district whose identification pattern does not meet the Hardin ISD GT identification criteria will be notified that a re-evaluation is needed. Parent can choose to allow for evaluation or choose to evaluate student during normal testing cycle. If transfer evaluation is chosen, student will be evaluated within thirty (30) instructional days of entering the district.</p>						

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Modifications - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p> <p>Curricular compacting, completion of the Texas Performance Standards Project (TPSP), lesson differentiation, enrichment projects/presentations, and academic competitions are some of the many curricular options afforded to gifted students in the regular classroom setting in grades 1-12. Gifted program services are provided in open-enrollment Honors, AP, and Dual Credit classes at the secondary level as these rigorous courses stimulate higher level thinking as well as provide opportunities for academic advancement.</p> <p>Strategy:</p> <p>Ancillary Services - Hardin ISD provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	State - State and Local Funds - Time Contributions of G/T Staff	Informal Assessment :Classroom Assessments - - 12/20: 80% of all students will pass campus benchmark assessments.	The educational needs of the G/T students will have been met.	Informal Assessment :Classroom Assessments - - 05/21: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/20: 70% of students referred for Ancillary Services will have been served, as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Informal Assessment :Classroom Assessments - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Hardin ISD 2020-2021

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations; * 1:1 and small group Counseling sessions; * Focused informal groups - behavior, attendance; * Assistance with testing coordination; * STAAR presentations and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services; * Coordination of Services - Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services and * Training Hardin ISD Foundation Staff on Modifications for Special Education Students. 	<p>8/2020 - 5/2021</p>	<p>At-Risk Counselor - Kelli Redd ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Counselor FTE: 1.00 \$63,794.63</p> <p>Federal - ESSER - Time Contributions of ES Counselor FTE: 1.00 \$65,000.19</p> <p>Local Funds - Time Contributions of JH/HS Counselors FTE: 2.00</p> <p>Federal - Title I, Part A - Assessment Resources \$6,900.00</p>	<p>Documents :Counseling Records - - 12/20: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Library Services - A Certified Librarian and Library Aides conduct the Library-Media Services. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software. 	<p>8/2020 - 5/2021</p>	<p>Library Aide - Haylee Blakeney Library Aide - Bryn Brashear Library Aide - Amanda Blalock-Taylor</p>	<p>Local Funds - Time Contributions of Librarian</p> <p>Local Funds - Time Contributions of Library Aides</p>	<p>Documents :School Records - - 12/20: All Hardin ISD students have access to the library on a regularly scheduled basis.</p> <p>Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Hardin ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p>	<p>Documents :School Records - - 05/21: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Homeless Services - The Hardin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Hardin ISD will be in compliance with federal Homeless regulations.</p>	8/2020 - 5/2021	Homeless Liaison - Cami Jones	Federal - Title I, Part A - Homeless Resources \$250.00	Documents :Agenda Minutes, Sign-in Sheets - - 12/20: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>

District Improvement Plan
Hardin ISD 2020-2021

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2020 - 5/2021	<p>Attendance Coordinator - Tom Catchings ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker ES Asst. Principal - Penny Emerson ES Asst. Principal - Kenneth Vincent JH Asst. Principal - Tanya Cain HS Asst. Principal - Dr. Rachel Polk</p>	<p>Local Funds - Time Contributions of Attendance Coordinator</p> <p>Local Funds - Time Contributions of Principals</p> <p>Local Funds - Time Contributions of Assistant Principals</p> <p>Local Funds - Awards</p>	<p>Documents :School Records - 08/20: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Agendas and Logs - 12/20: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Through the use of positive reinforcements, Hardin ISD faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 05/21: Attendance rate at 97% or above.</p> <p>Documents :Parent Contact Agendas and Logs - 05/21: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Hardin ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2020 - 5/2021	<p>ES Principal - Ronald Scott ES Counselor - Lisa Collins At-Risk Counselor - Kelli Redd JH Principal - Kevin Schweers JH Counselor - Betsy Henry HS Principal - Stacy Tucker HS Counselor - Melissa Waller</p>	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/20: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.	Documents :School Records - 05/21: 90% of students will be promoted to the next grade level.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Credit Recovery Program - Hardin ISD offers a summer credit recovery program allowing students in grades 5 - 12 the opportunity to regain failed credits.</p> <p>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR test/EOC exam and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	8/2020 - 7/2021	<p>ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>State - State Compensatory Education (SCE) - Extra-Duty Pay for Teachers \$15,474.17</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 0.13 \$2,612.78</p> <p>State - State Compensatory Education (SCE) - Edmentum \$14,170.00</p> <p>State - State Compensatory Education (SCE) - Summer Remediation Resources \$5,000.00</p>		Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records - - 07/21: 95% of students in the program will have regained lost credits.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Pregnancy, Education and Parenting (PEP) Program - PEP is an alternative education program for students at Hardin High School and Hardin Junior High School who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies and GED-Prep.</p> <p>Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, Nurse or Counselor); a physician or Nurse Midwife licensed to practice in the U.S. or a Nurse practitioner. Hardin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable;</p>	8/2020 - 5/2021	JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Staff	Documents :School Records - - 12/20: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records - - 05/21: Campus records indicate all students graduate from school.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>PRS entry date; date of delivery and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>						

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extracurricular Activities - Hardin ISD encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Actives include:</p> <ul style="list-style-type: none"> * Boys Football * Girls Volleyball * Boys and Girls Basketball * Boys Baseball * Girls Softball * Cross Country * Track * Tennis * Hornet Band * Hardin Jazz Band * Color Guard * FFA (Future Farmers of America) * Cheerleading. <p>Students in 4th grade may participate in the following student clubs:</p> <ul style="list-style-type: none"> * Nature * Science * Art * Recycling. <p>Students in grade 6 may participate in the Science Club.</p>	8/2020 - 5/2021	<p>Athletic Director - Randy Snell</p> <p>HS Band Director - Glenn Zamazal</p> <p>JH Band Director - Meagan Tantillo</p> <p>UIL Coordinator - Amy Steele</p>	<p>Local Funds - Time Contributions of Athletic Director</p> <p>Local Funds - Time Contributions of Band Directors</p> <p>Local Funds - Coaching Stipends</p>	<p>Informal Assessment :Report Card Grades - 12/20: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Report Card Grades - 05/21: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>

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

Objective(s):

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

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance and Counseling (SWP CIP) - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The High School College and Career Center, conducted by the Counselor, will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education and 5) Opportunities for credit by exam, dual credit or correspondence	8/2020 - 5/2021	ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	Coordinated Funds - Time Contributions of Counselors	Documents :School Records - 12/20: The High School College and Career Center will be kept current with information regarding various careers.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. All students motivated to enter a field of work to their liking.	Documents :School Records - 05/21: An increase in the percentage of graduating seniors enrolling in college as compared to the previous year.

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>courses to allow for make-up credits, early graduation or college credits.</p> <p>Schoolwide assemblies and/or activities will be scheduled throughout the school year to highlight and honor our state and national heritage including observing Constitution Week. Current events, including those dealing with politics and the political process will be included at each grade level as appropriate. High School Government classes will invite appropriate governmental, business and community leaders to discuss the political/economic issues facing us today. Hardin High School will also encourage students to register to vote as they turn eighteen.</p> <p>The Junior High principal, Counselor, and faculty will encourage students to begin thinking about and preparing for high school and college. Classroom instruction is integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Studies is offered through classroom instruction at Hardin Junior High and High School by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements. Hardin High School's Advisory teachers will schedule conferences with parents as needed.</p>						

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>College Preparation - Students in grades 9 – 12 have opportunities to earn college credit through the following methods:</p> <ul style="list-style-type: none"> * Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB); * Enrollment in an AP or dual credit course through the Texas Virtual School Network; * Enrollment in courses taught in conjunction and in partnership with Lee College; * Enrollment in courses taught at the Lee College Liberty Center, and * Certain CTE courses. <p>High school juniors and seniors are offered dual credit opportunities through Lee College. See Course Catalog for full list of available Dual Credit Courses.</p>	<p>8/2020 - 5/2021</p>	<p>Dual Credit Teacher - Jonathan Mealer</p>	<p>State - CCMR Outcomes Bonus - CCMR Outcomes Bonus \$10,000.00</p> <p>Federal - Title I, Part A - Time Contributions of Dual Credit Teacher FTE: 0.13 \$7,891.25</p>	<p>Documents :School Records - 12/20: Campus records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.</p>	<p>Students exhibiting college readiness and earning both high school and college credit.</p>	<p>Documents :School Records - 05/21: All students participating in concurrent and dual credit courses will earn high school and college credits.</p> <p>Documents :School Records - 05/21: 15% of students who will graduate with multiple endorsements.</p>

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career and Technical Education (SWP CIP) - Hardin High School offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Arts and Technology * Agriculture * Business Management <p>Hardin ISD is in a Shared Service Arrangement (SSA) with Liberty ISD.</p>	8/2020 - 5/2021	JH Principal - Kevin Schweers HS Principal - Stacy Tucker	<p>State - Career and Technology Education Block Grant - CTE Allotment \$963,533.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - CTE Resources \$18,746.00</p>	<p>Informal Assessment :Classroom Assessments - 12/20: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Documents :School Records - 05/21: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.</p> <p>Documents :School Records - 05/21: 15% of students will graduate with multiple endorsements.</p>

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]**

Objective(s): PK-12 Hardin ISD will recruit and retain the highest quality employees.
 PK-12 Hardin ISD will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.

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

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<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 Hardin ISD will recruit and retain the highest quality employees. PK-12 Hardin ISD will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DEIC, Principals and CEICs of Hardin ISD design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet and * will apply research to meet the learning needs of all students. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Training and mentorships for new teachers; * Professional development in specialized areas, i.e., teaching EL, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities; * Professional development in reaching economically disadvantaged students - The Fundamental 5; * Professional development in technology; * Professional development in curriculum areas such as reading, math and writing - Region IV Math/ELA Training on Guided 	8/2020 - 5/2021	Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Federal - Title I, Part A - Region IV Math/ELA Training <p style="text-align: right;">\$10,000.00</p> Federal - Title I, Part A - District-wide Contracted ESC PD <p style="text-align: right;">\$5,000.00</p> Federal - Title I, Part A - Fundamental 5 Training <p style="text-align: right;">\$3,400.00</p> Federal - ESSER - PD Resources <p style="text-align: right;">\$15,000.00</p>	Documents :Agenda Minutes, Sign-in Sheets - 12/20: A professional development program will have been designed that meets the needs of Hardin ISD.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 05/21: The principals and the CEICs will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]

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PK-12 Hardin ISD will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Reading and Teaching the TEKS;</p> <ul style="list-style-type: none"> * Training in discipline strategies; * Training in accelerated education; * Staff development in the interpretation and use of assessment data; * Training in effective strategies for dropout prevention and credit recovery; and * Training to facilitate transition to remote learning in response to COVID-19. <p>Strategy:</p> <p>Evaluation of Professional Development Program - The Hardin ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	<p>May 2021</p>	<p>Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 Hardin ISD will recruit and retain the highest quality employees. PK-12 Hardin ISD will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.</p>						
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<p>Strategy:</p> <p>Recruitment and Retention Initiatives - The DEIC and the CEICs will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region IV and Region V. All applicants are screened prior to the interview process. Recruiting activities will ensure that Hardin ISD has 100% fully certified faculty in each teaching position.</p> <p>Hardin ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status.</p> <p>Hardin High School will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs and one period of mentoring conducted by a certified teacher.</p> <p>Human Resources and the DEIC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the state standards.</p> <p>Professional Development opportunities will be provided for maintaining and enhancing highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals to maintain Hardin ISD's fully certified status of 100%.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2020 - 5/2021	<p>Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	Local Funds - Time Contributions of Staff		100% Fully Certified Faculty.	<p>Documents :School Records - 05/21: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.</p>

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

Objective(s): PK-12 Hardin ISD will use effective technology to enhance and support student learning.
 PK-12 Hardin ISD will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.
 PK-12 Hardin ISD will work with teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use a resource to enhance student learning.

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

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<p>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)]</p> <p>Objective(s): PK-12 Hardin ISD will use effective technology to enhance and support student learning.</p> <p>PK-12 Hardin ISD will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.</p> <p>PK-12 Hardin ISD will work with teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use a resource to enhance student learning.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin ISD reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Hardin ISD has classroom teachers and the school librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. In response to COVID-19, there is an additional need to expand the use of technology to provide remote learning. The district will address these needs by purchasing updated software and hardware, purchasing educational technology to facilitate remote learning, and funding a wide variety of professional development activities.</p> <p>As the need arises, Special Population students such as ESL students will use portable electronic devices to expand knowledge and</p>	<p>August 2020</p>	<p>Director of Technology - Todd English ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>The educational system of Hardin ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - 08/20: A technology CNA has been conducted and the results have been made available to the appropriate staff.</p>

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language skills, as well as narrow the achievement gap between EL and non-EL.						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (SWP CIP) - Hardin ISD classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs, such as IXL, Scientific Minds, Reading Counts, Apex Learning, Discovery Ed, and Science Fusion, support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 4) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. Hardin ISD will provide technology resources for 1:1 student access. The campuses will also provide technology in common areas, such as the gym, cafeteria, and library. Hardin ISD provides a 1:1 Chromebook environment in grades 7 - 12 and Chromebook carts will be available for students to use during school at the elementary level.	8/2020 - 5/2021	Director of Technology - Todd English ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Federal - Title I, Part A - Technology Resources \$38,193.00 Federal - Title I, Part A - Discovery Ed Site License \$1,801.80 Federal - Title I, Part A - Campus Educational Site Licenses \$55,885.50 Federal - Title II, Part A - Technology Resources \$14,721.00 State - State Compensatory Education (SCE) - IXL Site License \$17,745.00 State - State Compensatory Education (SCE) - Apex Learning Site License \$5,000.00 State - State Compensatory Education (SCE) - Campus Educational Site Licenses \$7,174.75 Federal - ESSER - Technology Resources \$120,062.00	Documents :Teacher Lesson Plans - 12/20: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students, like Special Education and G/T students, benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Informal Assessment :Classroom Assessments - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

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

Objective(s): PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.
 PK-12 Hardin ISD will implement sound discipline practices across campuses.
 PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

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

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<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical 	8/2020 - 5/2021	ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	<p>Local Funds - Time Contributions of Staff</p> <p>Federal - ESSER - Contracted Cleaning and Sanitization Services \$10,000.00</p> <p>Federal - ESSER - Cleaning and Sanitization Supplies \$10,000.00</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - 12/20: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals - 05/21: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

<p>Goal: 7 Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.</p> <p>PK-12 Hardin ISD will implement sound discipline practices across campuses.</p> <p>PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>						
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<p>learning experiences to promote optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In addition, students and families receive food bags from the Houston Food Bank.</p> <p>In response to COVID-19, the Hardin ISD will purchase supplies and contract with an outside source to sanitize and clean the facilities to minimize the spread of infectious diseases.</p>						

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<p>Activity:</p> <p>School Health Advisory Council (SHAC) - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services; * Counseling and guidance services; * A safe and healthy school environment; and * School employee wellness. <p>(Local Policy EHAA, TEC 28.004(c))</p>	8/2020 - 5/2021	Superintendent - Scott Mackey	Local Funds - Time Contributions of SHAC Committee		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Agendas, Meeting Notes - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.

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<p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Hardin ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and * have Individual Education Plans (IEPs) that prescribe the needed services. 	8/2020 - 5/2021	<p>Superintendent - Scott Mackey Director of Special Programs - Cami Jones Special Education Director - Kate Chambers</p>	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/21: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

Goal: 7	Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]
Objective(s):	PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.
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<p>Activity:</p> <p>Trauma-Informed Care Program The Hardin ISD trauma-informed care program (see Local Board Policy FFBA) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.</p> <p>Hardin ISD will provide training in trauma-informed care to district educators. Trainings will be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals.</p> <p>Hardin ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)</p>	8/2020 - 5/2021	Superintendent - Scott Mackey ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller	Local Funds - Trauma-Informed Care Training	Documents :School Records - - 08/20: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.	Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.	Documents :Professional Development Records - - 05/21: 100% of district and campus staff have received the required training.

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<p>Objective(s):</p>	<p>PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.</p> <p>PK-12 Hardin ISD will implement sound discipline practices across campuses.</p> <p>PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>					
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - The health and safety of Hardin ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Hardin ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire and tornado drills * Campus Lockdowns * Security Audits * Video Camera Security System * Character Education * Safety Resources in response to COVID-19 * Professional Development for staff in the following: <ul style="list-style-type: none"> * Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. * Cyber Bullying and Bullying through Cyber Bullying Hotline. 	<p>8/2020 - 5/2021</p>	<p>Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>State - School Safety Allotment - School Safety Allotment \$13,258.00</p> <p>Federal - Title IV, Part A - Time Contributions of SRO FTE: 0.44 \$21,411.98</p> <p>Federal - Title I, Part A - Time Contributions of SRO FTE: 0.56 \$26,779.55</p> <p>Federal - ESSER - Safety Resources \$15,000.00</p>	<p>Documents :School Records - 12/20: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Referrals - 05/21: Improved discipline in the classroom and reduced number of referrals per year.</p>

Goal: 7	Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]					
Objective(s):	PK-12	Hardin ISD will create a culture that supports staff and student learning and safety.				
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>* Campus Safety and Security through the Principals.</p> <p>* Positive Behavioral Support through Region IV.</p> <p>* Recognizing and reporting sexual abuse and other maltreatment of children.</p> <p>Hardin ISD will points of entry into the learning environment by making sure that doors are secure, the security system is working properly, and the building is secure at all times.</p> <p>To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy. All school resource officers shall receive at least the minimum amount of education and training required by law. (TEC §37.081(d); Board Policy CKE-Local)</p>						

District Improvement Plan
Hardin ISD 2020-2021

Goal: 7	Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]					
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<p>Activity:</p> <p>Emergency and Security Operations - Hardin ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of all campuses with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Operations Plan is to establish and organize response protocol should an actual emergency occur on campus. Hardin ISD will make any necessary changes to improve safety and security for their students.</p>	8/2020 - 5/2021	Superintendent - Scott Mackey ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker	Local Funds - Time Contributions of Faculty and Staff Local Funds - Security Audit Reports		Hardin ISD will maintain a safe and disciplined school environment for all students, staff and community members.	Documents :School Records - - 05/21: An Emergency and Security Operations Plan has been implemented.
<p>Activity:</p> <p>Disciplinary Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Hardin ISD students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2020 - 5/2021	Superintendent - Scott Mackey DAEP Teacher - Venus Booker	State - State Compensatory Education (SCE) - Time Contributions of DAEP Teacher FTE: 1.00 \$66,818.29	Documents :School Records - - 12/20: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.	Reduction in discipline referrals to the DAEP. Dropout rate remains at 0%.	Documents :School Records - - 05/21: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records. Documents :School Records - - 05/21: Fewer incidences of illegal and/or disorderly activities.

District Improvement Plan
Hardin ISD 2020-2021

<p>Goal: 7 Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.</p> <p>PK-12 Hardin ISD will implement sound discipline practices across campuses.</p> <p>PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * D. A. R. E. * Just Say No * Dating Violence Policy (see Board Policy FFH-Local) * Random Drug Testing for qualifying students 	8/2020 - 5/2021	<p>ES Principal - Ronald Scott JH Principal - Kevin Schweers HS Principal - Stacy Tucker</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 08/20: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Documents :Counseling Records - - 12/20: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.</p>	<p>A drug-free student body, faculty and staff.</p> <p>Reduction in PEIMS 425 Incidents.</p>	<p>Documents :Counseling Records - - 05/21: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

Goal: 7	Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by contacting your child's counselor. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or</p>	8/2020 - 5/2021	Superintendent - Scott Mackey	Local Funds - Time Contributions of Faculty and Staff	Documents :School Records - - 08/20: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.	Documents :School Records - - 05/21: Sexual Abuse policy will have been implemented.

<p>Goal: 7 Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.</p> <p>PK-12 Hardin ISD will implement sound discipline practices across campuses.</p> <p>PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>						
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<p>other trusted adult that discloses of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:</p> <p>http://www.childwelfare.gov/pubs/factsheets/signs.cfm</p> <p>http://sapn.nonprofitoffice.com</p> <p>http://www.taasa.org/member/materials2.php</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to:</p>						

<p>Goal: 7 Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 Hardin ISD will create a culture that supports staff and student learning and safety.</p> <p>PK-12 Hardin ISD will implement sound discipline practices across campuses.</p> <p>PK-12 Hardin will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>						
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<p>The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

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<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The Counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development; * Good Character; * Emotion Managements; * Motivation to Achieve; * Decision-making, Goal Setting, Planning and Problem-Solving; * Interpersonal Effectiveness; * Communication Skills and * Responsible Behavior. <p>The Counselors are available to speak with students, parents, staff and community members in both individual and group settings. The counselors will provide the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences and tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention; * Parent education; * Teacher/Administrator consultation; * Staff development and * School improvement planning for special populations students. 	8/2020 - 5/2021	<p>ES Counselor - Lisa Collins JH Counselor - Betsy Henry HS Counselor - Melissa Waller</p>	Coordinated Funds - Time Contributions of Counselors	<p>Documents :Agenda Minutes, Sign-in Sheets - 12/20: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peer with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Documents :Counseling Records - 05/21: Referrals to Counselor have decreased as compared to the previous year.</p>

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

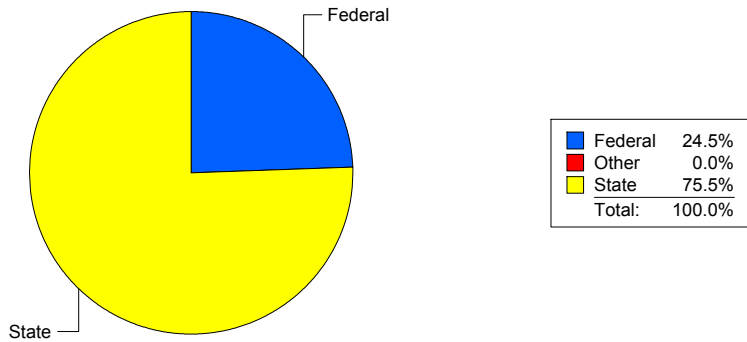
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Funding Values By Program



District Improvement Plan
Hardin ISD 2020-2021

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins Vocational & Applied Technology		
CTE Resources	0.00	\$18746.00
ESSER		
PD Resources	0.00	\$15000.00
Technology Resources	0.00	\$120062.00
Safety Resources	0.00	\$15000.00
Contracted Cleaning and Sanitization Services	0.00	\$10000.00
Cleaning and Sanitization Supplies	0.00	\$10000.00
Time Contributions of ES Counselor	1.00	\$65000.19
SECCA, Inc Consulting Services	0.00	\$6027.00
Title I, 1003 – School Improvement		
SECCA, Inc Consulting Services	0.00	\$3000.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, 1003 – School Improvement		
Fundamental 5 Software	0.00	\$4000.00
Renaissance Learning	0.00	\$20000.00
Time Contributions of DCSI Support	1.00	\$22012.74
Contracted PD	0.00	\$16800.00
Technology Resources	0.00	\$54187.00
Title I, Part A		
Fundamental 5 Software	0.00	\$2000.00
Time Contributions of SRO	0.56	\$26779.55
Discovery Ed Site License	0.00	\$1801.80
Technology Resources	0.00	\$38193.00
Campus Educational Site Licenses	0.00	\$55885.50
Time Contributions of JH STAAR Lab Staff	1.42	\$43346.04
Time Contributions of HS Math Lab Teacher	0.13	\$8752.28
Time Contributions of ES Reading Pullout Teachers	2.00	\$68892.22
SECCA, Inc Consulting Services	0.00	\$9624.00
Summer Reading	0.00	\$30000.00
Assessment Resources	0.00	\$6900.00
Homeless Resources	0.00	\$250.00
Region IV Math/ELA Training	0.00	\$10000.00
District-wide Contracted ESC PD	0.00	\$5000.00
Fundamental 5 Training	0.00	\$3400.00
Time Contributions of Dual Credit Teacher	0.13	\$7891.25
Time Contributions of PK Aides	4.00	\$66234.54
Title II, Part A		

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A		
Technology Resources	0.00	\$14721.00
Time Contributions of JH Lab Teacher	0.66	\$46835.82
SECCA, Inc Consulting Services	0.00	\$1578.00
Title III, Part A - ELA		
Region V SSA	0.00	\$3184.00
Title IV, Part A		
SECCA, Inc Consulting Services	0.00	\$800.00
Time Contributions of SRO	0.44	\$21411.98
Title V, Part B - RLIS		
SECCA, Inc Consulting Services	0.00	\$800.00
Supplemental Instructional Resources	0.00	\$25684.00
		\$879,799.91
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of PK Staff	7.00	\$0.00
Local Funds		
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Attendance Coordinator	0.00	\$0.00
Time Contributions of Principals	0.00	\$0.00
Time Contributions of Assistant Principals	0.00	\$0.00
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Athletic Director	0.00	\$0.00
Time Contributions of Band Directors	0.00	\$0.00
Coaching Stipends	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of PK Teachers	3.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Eduphoria Services	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of JH/HS Counselors	2.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of SHAC Committee	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Trauma-Informed Care Training	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Time Contributions of Library Aides	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$18431.00
Career and Technology Education Block Grant		
CTE Allotment	0.00	\$963533.00
CCMR Outcomes Bonus		
CCMR Outcomes Bonus	0.00	\$10000.00

Funding Values By Program

State	FTE	DollarValue
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$21815.00
Assessment Instruments	0.00	\$0.00
Early Education Allotment		
Early Education Allotment	0.00	\$149688.00
School Safety Allotment		
School Safety Allotment	0.00	\$13258.00
Special Education Block Grant		
Special Education Allotment	0.00	\$839135.00
State and Local Funds		
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
State Compensatory Education (SCE)		
IXL Site License	0.00	\$17745.00
Apex Learning Site License	0.00	\$5000.00

Funding Values By Program

State	FTE	DollarValue
State Compensatory Education (SCE)		
Campus Educational Site Licenses	0.00	\$7174.75
Supplemental Instructional Resources	0.00	\$20000.00
Time Contributions of DAEP Teacher	1.00	\$66818.29
Extra-Duty Pay for Teachers	0.00	\$15474.17
Time Contributions of Aide	0.13	\$2612.78
Edmentum	0.00	\$14170.00
Summer Remediation Resources	0.00	\$5000.00
Time Contributions of Instructional Coaches	2.00	\$107238.70
STAAR Master Reading	0.00	\$1300.00
Reading Site Licenses	0.00	\$24000.00
Time Contributions of ES Counselor	1.00	\$63794.63
SECCA, Inc Consulting Services	0.00	\$18161.00
Time Contributions of Interventionist	1.00	\$64377.50
Time Contributions of ES Enrichment Teachers	1.38	\$72054.54
Time Contributions of HS English Lab Staff	0.38	\$11975.58
English I and II EOC Prep Materials	0.00	\$5000.00
Time Contributions of ES Enrichment Teachers	0.80	\$38955.97
Time Contributions of Advisory Teachers	1.36	\$74314.66
Time Contributions of HS Biology Lab Teacher	0.14	\$6749.13
STAAR Prep Resources	0.00	\$55000.00
Time Contributions of HS Algebra Lab Aide	0.25	\$5024.58
		<u>\$2,717,801.28</u>
Grand Total:		\$3,597,601.19

2019-20 Texas Academic Performance Report

District Name: **HARDIN ISD**

District Number: **146904**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	57%	*	63%	57%	*	-	-	*	25%	*	61%	48%	51%	*
	2018	77%	77%	65%	33%	65%	68%	*	-	-	*	25%	*	60%	78%	61%	50%
At Meets Grade Level or Above	2019	45%	46%	24%	*	38%	23%	*	-	-	*	8%	*	26%	19%	22%	*
	2018	43%	44%	24%	0%	12%	26%	*	-	-	*	25%	*	24%	22%	21%	17%
At Masters Grade Level	2019	27%	28%	9%	*	25%	7%	*	-	-	*	0%	*	8%	11%	8%	*
	2018	25%	25%	6%	0%	0%	8%	*	-	-	*	0%	*	8%	3%	1%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	68%	*	75%	68%	*	-	-	*	25%	*	72%	56%	61%	*
	2018	78%	79%	56%	50%	47%	59%	*	-	-	*	13%	*	53%	64%	48%	50%
At Meets Grade Level or Above	2019	49%	49%	30%	*	63%	28%	*	-	-	*	8%	*	32%	26%	27%	*
	2018	47%	48%	19%	0%	12%	22%	*	-	-	*	13%	*	17%	25%	12%	0%
At Masters Grade Level	2019	25%	25%	8%	*	25%	6%	*	-	-	*	0%	*	9%	4%	7%	*
	2018	23%	24%	6%	0%	0%	6%	*	-	-	*	0%	*	5%	8%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	58%	40%	50%	61%	*	-	-	*	33%	*	53%	68%	50%	33%
	2018	73%	73%	68%	*	50%	71%	*	-	-	71%	29%	*	77%	53%	61%	20%
At Meets Grade Level or Above	2019	44%	45%	26%	0%	22%	28%	*	-	-	*	17%	*	24%	30%	17%	0%
	2018	46%	46%	46%	*	43%	48%	*	-	-	43%	14%	*	58%	27%	38%	20%
At Masters Grade Level	2019	22%	23%	12%	0%	11%	13%	*	-	-	*	0%	*	13%	11%	4%	0%
	2018	24%	25%	18%	*	14%	18%	*	-	-	29%	0%	*	21%	13%	14%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	61%	40%	67%	61%	*	-	-	*	17%	*	56%	70%	58%	83%
	2018	78%	80%	79%	*	86%	81%	*	-	-	71%	43%	*	86%	67%	73%	100%
At Meets Grade Level or Above	2019	48%	49%	30%	20%	22%	31%	*	-	-	*	17%	*	29%	32%	24%	17%
	2018	49%	51%	47%	*	57%	48%	*	-	-	43%	14%	*	52%	40%	38%	80%
At Masters Grade Level	2019	28%	30%	12%	0%	6%	14%	*	-	-	*	0%	*	11%	14%	6%	0%
	2018	27%	29%	19%	*	7%	22%	*	-	-	14%	0%	*	22%	13%	9%	0%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	57%	40%	56%	59%	*	-	-	*	17%	*	51%	68%	52%	33%
	2018	63%	63%	55%	*	64%	56%	*	-	-	43%	29%	*	62%	44%	47%	60%
At Meets Grade Level or Above	2019	35%	35%	25%	0%	28%	26%	*	-	-	*	17%	*	26%	25%	21%	0%
	2018	39%	40%	24%	*	14%	25%	*	-	-	29%	14%	*	26%	20%	19%	20%
At Masters Grade Level	2019	11%	11%	6%	0%	11%	6%	*	-	-	*	0%	*	7%	5%	7%	0%
	2018	11%	11%	1%	*	0%	1%	*	-	-	0%	0%	*	0%	2%	1%	0%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	76%	*	64%	80%	*	-	-	50%	50%	*	82%	63%	67%	*
	2018	84%	83%	64%	50%	44%	70%	*	-	-	40%	17%	*	65%	63%	53%	*
At Meets Grade Level or Above	2019	54%	54%	36%	*	18%	40%	*	-	-	25%	13%	*	41%	25%	32%	*
	2018	54%	54%	34%	33%	31%	36%	*	-	-	20%	8%	*	35%	31%	26%	*
At Masters Grade Level	2019	29%	30%	21%	*	9%	23%	*	-	-	13%	0%	*	25%	13%	15%	*
	2018	26%	27%	13%	0%	19%	13%	*	-	-	20%	8%	*	11%	17%	10%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	76%	*	91%	79%	*	-	-	50%	38%	*	85%	56%	75%	*
	2018	91%	90%	69%	67%	38%	73%	*	-	-	80%	33%	*	70%	66%	57%	*
At Meets Grade Level or Above	2019	58%	59%	33%	*	55%	34%	*	-	-	13%	25%	*	36%	28%	20%	*
	2018	58%	58%	24%	0%	19%	26%	*	-	-	20%	8%	*	20%	31%	19%	*
At Masters Grade Level	2019	36%	38%	14%	*	18%	16%	*	-	-	0%	13%	*	16%	9%	7%	*
	2018	30%	31%	6%	0%	6%	6%	*	-	-	0%	0%	*	5%	9%	2%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	64%	*	73%	67%	*	-	-	38%	50%	*	73%	45%	52%	*
	2018	76%	76%	59%	67%	50%	58%	*	-	-	80%	33%	*	59%	57%	49%	*
At Meets Grade Level or Above	2019	49%	50%	40%	*	36%	43%	*	-	-	38%	38%	*	48%	23%	30%	*
	2018	41%	42%	15%	0%	19%	15%	*	-	-	20%	8%	*	14%	17%	11%	*
At Masters Grade Level	2019	24%	25%	15%	*	0%	19%	*	-	-	13%	0%	*	18%	10%	5%	*
	2018	17%	18%	2%	0%	6%	2%	*	-	-	0%	8%	*	1%	6%	3%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	59%	80%	41%	63%	*	-	-	60%	20%	*	62%	50%	49%	*
	2018	69%	71%	63%	*	70%	60%	-	-	-	*	*	*	64%	63%	53%	57%
At Meets Grade Level or Above	2019	37%	38%	25%	0%	29%	28%	*	-	-	0%	20%	*	24%	31%	19%	*
	2018	39%	41%	34%	*	45%	27%	-	-	-	*	*	*	35%	31%	28%	14%
At Masters Grade Level	2019	18%	19%	8%	0%	18%	7%	*	-	-	0%	0%	*	10%	4%	6%	*
	2018	19%	20%	14%	*	15%	11%	-	-	-	*	*	*	15%	13%	11%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	66%	80%	59%	65%	*	-	-	80%	30%	*	63%	77%	61%	*
	2018	77%	78%	75%	*	80%	73%	-	-	-	*	20%	*	74%	76%	66%	71%
At Meets Grade Level or Above	2019	47%	48%	19%	0%	29%	19%	*	-	-	20%	20%	*	19%	19%	18%	*
	2018	44%	46%	37%	*	50%	34%	-	-	-	*	20%	*	38%	36%	35%	29%
At Masters Grade Level	2019	21%	22%	2%	0%	6%	1%	*	-	-	0%	0%	*	1%	4%	3%	*
	2018	18%	20%	7%	*	10%	7%	-	-	-	*	0%	*	9%	3%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	75%	*	81%	74%	-	-	-	60%	*	*	72%	83%	70%	*
	2018	74%	76%	68%	*	44%	71%	*	-	-	*	38%	*	69%	67%	61%	*

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At Meets Grade Level or Above	2019	49%	51%	45%	*	52%	41%	-	-	-	60%	*	*	45%	45%	35%	*
	2018	48%	50%	47%	*	44%	49%	-	-	-	*	13%	*	47%	45%	37%	*
At Masters Grade Level	2019	29%	31%	26%	*	24%	26%	-	-	-	20%	*	*	33%	10%	18%	*
	2018	29%	30%	25%	*	11%	27%	*	-	-	*	13%	*	22%	30%	16%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	80%	*	81%	79%	-	-	-	80%	*	*	80%	79%	74%	*
	2018	72%	75%	77%	*	78%	76%	*	-	-	*	67%	*	76%	77%	71%	*
At Meets Grade Level or Above	2019	43%	46%	43%	*	62%	39%	-	-	-	20%	*	*	44%	41%	39%	*
	2018	40%	43%	34%	*	33%	35%	*	-	-	*	11%	*	32%	37%	35%	*
At Masters Grade Level	2019	17%	18%	18%	*	14%	21%	-	-	-	0%	*	*	22%	10%	18%	*
	2018	18%	20%	11%	*	11%	11%	*	-	-	*	0%	*	8%	14%	8%	*
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	77%	*	77%	76%	-	-	-	80%	*	*	78%	72%	69%	*
	2018	69%	69%	66%	*	44%	68%	*	-	-	*	30%	*	72%	57%	59%	*
At Meets Grade Level or Above	2019	42%	43%	41%	*	45%	38%	-	-	-	60%	*	*	45%	34%	34%	*
	2018	43%	44%	45%	*	44%	46%	*	-	-	*	20%	*	45%	46%	41%	*
At Masters Grade Level	2019	18%	19%	12%	*	14%	11%	-	-	-	20%	*	*	14%	7%	9%	*
	2018	15%	16%	8%	*	0%	9%	*	-	-	*	0%	*	8%	9%	6%	*
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	81%	*	67%	84%	*	-	-	*	30%	*	80%	83%	66%	*
	2018	86%	86%	87%	67%	80%	89%	*	-	-	*	57%	*	86%	89%	79%	*
At Meets Grade Level or Above	2019	55%	56%	58%	*	50%	59%	*	-	-	*	0%	*	62%	50%	44%	*
	2018	49%	51%	55%	17%	70%	56%	*	-	-	*	14%	*	54%	56%	31%	*
At Masters Grade Level	2019	28%	30%	30%	*	25%	31%	*	-	-	*	0%	*	34%	22%	22%	*
	2018	27%	28%	34%	17%	50%	35%	*	-	-	*	0%	*	35%	33%	19%	*
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	83%	*	75%	83%	*	-	-	*	30%	*	83%	83%	72%	*
	2018	86%	87%	80%	33%	100%	82%	*	-	-	*	29%	*	80%	83%	75%	*
At Meets Grade Level or Above	2019	57%	58%	51%	*	50%	53%	*	-	-	*	10%	*	54%	46%	40%	*
	2018	51%	52%	45%	17%	60%	46%	*	-	-	*	0%	*	46%	44%	27%	*
At Masters Grade Level	2019	17%	18%	15%	*	17%	16%	*	-	-	*	0%	*	15%	14%	14%	*
	2018	15%	16%	20%	0%	20%	20%	*	-	-	*	0%	*	19%	22%	6%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	69%	*	58%	70%	*	-	-	*	10%	*	69%	69%	54%	*
	2018	76%	77%	82%	33%	90%	84%	*	-	-	*	14%	*	80%	89%	75%	*
At Meets Grade Level or Above	2019	51%	52%	30%	*	25%	31%	*	-	-	*	10%	*	26%	36%	22%	*
	2018	52%	53%	60%	17%	60%	64%	*	-	-	*	0%	*	61%	56%	46%	*
At Masters Grade Level	2019	25%	27%	8%	*	8%	9%	*	-	-	*	0%	*	7%	11%	6%	*
	2018	28%	29%	33%	0%	20%	36%	*	-	-	*	0%	*	34%	28%	19%	*

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	65%	*	50%	69%	*	-	-	*	20%	*	64%	67%	52%	*
	2018	65%	66%	64%	33%	90%	63%	*	-	-	*	29%	*	63%	72%	54%	*
At Meets Grade Level or Above	2019	37%	38%	31%	*	33%	31%	*	-	-	*	0%	*	30%	33%	22%	*
	2018	36%	37%	28%	0%	30%	29%	*	-	-	*	0%	*	30%	17%	19%	*
At Masters Grade Level	2019	21%	23%	13%	*	17%	13%	*	-	-	*	0%	*	15%	11%	10%	*
	2018	21%	22%	10%	0%	20%	10%	*	-	-	*	0%	*	13%	0%	6%	*
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	73%	38%	78%	75%	*	*	-	*	6%	*	74%	71%	67%	*
	2018	65%	65%	58%	60%	65%	57%	-	*	-	-	25%	*	61%	52%	50%	50%
At Meets Grade Level or Above	2019	50%	50%	52%	13%	44%	56%	*	*	-	*	0%	*	52%	50%	42%	*
	2018	44%	45%	34%	0%	41%	35%	-	*	-	-	0%	*	36%	31%	33%	33%
At Masters Grade Level	2019	11%	11%	13%	13%	6%	15%	*	*	-	*	0%	*	16%	6%	6%	*
	2018	7%	8%	3%	0%	6%	2%	-	*	-	-	0%	*	4%	0%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	70%	*	75%	70%	*	*	-	-	21%	*	73%	65%	72%	56%
	2018	67%	67%	71%	83%	50%	74%	*	-	-	*	15%	*	74%	61%	59%	17%
At Meets Grade Level or Above	2019	49%	50%	40%	*	30%	44%	*	*	-	-	7%	*	38%	45%	43%	0%
	2018	48%	48%	48%	50%	23%	54%	*	-	-	*	8%	*	52%	39%	37%	0%
At Masters Grade Level	2019	8%	9%	2%	*	0%	2%	*	*	-	-	0%	*	3%	0%	0%	0%
	2018	8%	9%	5%	0%	0%	6%	*	-	-	*	0%	*	5%	3%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	94%	67%	100%	95%	*	-	-	*	73%	*	94%	96%	92%	*
	2018	83%	83%	89%	*	92%	89%	-	*	-	-	53%	*	92%	83%	85%	100%
At Meets Grade Level or Above	2019	61%	61%	68%	17%	69%	72%	*	-	-	*	0%	*	72%	57%	63%	*
	2018	55%	55%	60%	*	62%	62%	-	*	-	-	18%	*	62%	57%	51%	60%
At Masters Grade Level	2019	37%	38%	45%	0%	62%	46%	*	-	-	*	0%	*	49%	36%	35%	*
	2018	32%	34%	30%	*	38%	30%	-	*	-	-	0%	*	33%	26%	20%	40%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	91%	75%	100%	91%	*	*	-	*	69%	*	91%	92%	86%	*
	2018	87%	86%	78%	*	93%	78%	-	*	-	-	43%	*	82%	71%	75%	83%
At Meets Grade Level or Above	2019	62%	63%	52%	0%	50%	57%	*	*	-	*	13%	*	52%	53%	39%	*
	2018	59%	60%	25%	*	27%	26%	-	*	-	-	7%	*	26%	23%	19%	17%
At Masters Grade Level	2019	25%	28%	20%	0%	25%	21%	*	*	-	*	0%	*	22%	17%	8%	*
	2018	24%	26%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	99%	*	100%	98%	*	-	-	*	*	*	100%	91%	97%	*
	2018	92%	91%	99%	*	100%	100%	*	-	-	*	86%	*	100%	94%	97%	*
At Meets Grade Level or Above	2019	73%	75%	77%	*	71%	76%	*	-	-	*	*	*	76%	82%	72%	*
	2018	70%	71%	64%	*	63%	64%	*	-	-	*	29%	*	61%	71%	49%	*

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At Masters Grade Level	2019	45%	49%	38%	*	43%	39%	*	-	-	*	*	*	43%	9%	38%	*
	2018	40%	43%	28%	*	19%	32%	*	-	-	*	0%	*	32%	18%	26%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	72%	62%	71%	73%	71%	*	-	60%	34%	54%	73%	70%	64%	54%
	2018	77%	77%	70%	54%	68%	72%	76%	*	-	66%	34%	69%	72%	67%	62%	58%
At Meets Grade Level or Above	2019	50%	51%	39%	14%	41%	40%	33%	*	-	35%	11%	23%	41%	36%	31%	19%
	2018	48%	49%	37%	12%	37%	39%	33%	*	-	40%	11%	26%	39%	35%	29%	25%
At Masters Grade Level	2019	24%	25%	15%	4%	16%	16%	14%	*	-	12%	2%	8%	17%	11%	10%	4%
	2018	22%	23%	13%	1%	11%	14%	10%	*	-	18%	2%	6%	14%	11%	8%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	69%	57%	66%	70%	63%	*	-	54%	25%	45%	69%	67%	61%	45%
	2018	74%	74%	68%	58%	58%	70%	75%	*	-	63%	27%	54%	69%	64%	59%	39%
At Meets Grade Level or Above	2019	48%	49%	38%	18%	36%	40%	25%	*	-	33%	9%	18%	39%	37%	31%	12%
	2018	46%	47%	40%	19%	36%	41%	13%	*	-	50%	10%	31%	42%	34%	31%	19%
At Masters Grade Level	2019	21%	22%	15%	11%	14%	15%	0%	*	-	17%	1%	0%	17%	10%	9%	0%
	2018	19%	20%	14%	3%	12%	14%	0%	*	-	29%	4%	0%	15%	12%	9%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	75%	68%	77%	75%	71%	-	-	67%	40%	57%	75%	74%	69%	68%
	2018	81%	82%	74%	55%	72%	75%	67%	*	-	68%	40%	75%	74%	73%	66%	76%
At Meets Grade Level or Above	2019	52%	53%	39%	8%	48%	39%	29%	-	-	25%	12%	14%	40%	36%	31%	27%
	2018	50%	51%	37%	3%	40%	38%	33%	*	-	36%	12%	8%	36%	38%	30%	34%
At Masters Grade Level	2019	26%	28%	16%	0%	19%	17%	14%	-	-	4%	3%	0%	18%	13%	12%	9%
	2018	24%	25%	13%	0%	12%	14%	17%	*	-	9%	0%	8%	13%	13%	7%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	65%	50%	68%	66%	*	-	-	57%	30%	*	63%	70%	60%	40%
	2018	66%	66%	60%	57%	57%	61%	*	-	-	50%	29%	*	66%	50%	52%	43%
At Meets Grade Level or Above	2019	38%	39%	32%	17%	38%	31%	*	-	-	43%	20%	*	34%	29%	27%	10%
	2018	41%	42%	33%	14%	26%	35%	*	-	-	38%	18%	*	35%	31%	28%	14%
At Masters Grade Level	2019	14%	15%	9%	0%	13%	8%	*	-	-	14%	10%	*	10%	5%	8%	0%
	2018	13%	13%	4%	0%	0%	5%	*	-	-	13%	0%	*	4%	5%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	76%	71%	77%	77%	*	*	-	50%	47%	*	79%	70%	64%	57%
	2018	80%	80%	72%	43%	76%	72%	*	*	-	83%	33%	80%	73%	69%	64%	70%
At Meets Grade Level or Above	2019	54%	55%	42%	0%	37%	45%	*	*	-	40%	18%	*	44%	38%	31%	29%
	2018	51%	52%	32%	7%	32%	34%	*	*	-	17%	6%	20%	34%	27%	23%	20%
At Masters Grade Level	2019	25%	27%	15%	0%	11%	16%	*	*	-	10%	0%	*	16%	13%	7%	0%
	2018	23%	24%	11%	0%	7%	13%	*	*	-	0%	3%	0%	13%	8%	6%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	80%	50%	77%	81%	*	-	-	*	36%	*	83%	72%	68%	67%
	2018	78%	79%	79%	44%	96%	77%	*	-	-	*	57%	*	78%	83%	72%	*

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	57%	52%	50%	54%	50%	*	-	-	*	0%	*	54%	45%	41%	33%
	2018	53%	54%	43%	11%	50%	43%	*	-	-	*	14%	*	43%	43%	31%	*
At Masters Grade Level	2019	33%	36%	24%	0%	31%	24%	*	-	-	*	0%	*	29%	11%	20%	17%
	2018	31%	32%	18%	0%	19%	19%	*	-	-	*	0%	*	20%	9%	14%	*

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	55	80	64	52	*	-	-	*	67	*	56	54	48	75
	2018	63	64	69	*	58	71	*	-	-	71	50	*	78	53	67	*
Grade 4 Mathematics	2019	65	66	69	90	67	67	*	-	-	*	50	*	70	67	72	100
	2018	65	67	78	*	85	78	*	-	-	64	42	*	79	77	79	*
Grade 5 ELA/Reading	2019	81	81	70	*	68	69	*	-	-	71	63	*	64	84	66	*
	2018	80	80	69	50	69	73	*	-	-	30	45	*	68	71	72	*
Grade 5 Mathematics	2019	83	82	55	*	59	53	*	-	-	50	50	*	55	55	59	*
	2018	81	79	52	58	34	54	*	-	-	40	55	*	51	53	50	*
Grade 6 ELA/Reading	2019	42	44	44	30	47	44	*	-	-	60	44	*	48	33	44	*
	2018	47	49	55	*	80	46	-	-	-	*	*	*	55	55	52	57
Grade 6 Mathematics	2019	54	55	55	70	70	51	*	-	-	70	78	*	58	46	60	*
	2018	56	57	70	*	78	69	-	-	-	*	*	*	66	77	70	86
Grade 7 ELA/Reading	2019	77	78	72	*	67	77	-	-	-	*	*	*	73	70	68	*
	2018	76	77	75	*	50	78	*	-	-	*	86	*	75	74	69	*
Grade 7 Mathematics	2019	62	63	68	*	67	68	-	-	-	*	*	*	71	59	61	*
	2018	67	67	65	*	67	64	*	-	-	*	56	*	65	66	68	*
Grade 8 ELA/Reading	2019	77	78	82	*	77	82	*	-	-	*	31	*	85	77	77	*
	2018	79	79	84	100	85	85	*	-	-	*	71	*	85	78	77	*
Grade 8 Mathematics	2019	82	84	85	*	86	84	*	-	-	*	63	*	82	90	78	*
	2018	81	81	71	42	75	73	*	-	-	*	71	*	69	78	66	*
End of Course English II	2019	69	70	66	*	59	67	-	*	-	-	50	*	67	66	63	*
	2018	67	67	63	*	64	61	*	-	-	*	50	*	63	61	62	*
End of Course Algebra I	2019	75	75	85	50	95	87	*	-	-	*	39	*	85	88	81	-
	2018	72	72	84	*	75	85	-	*	-	-	45	*	87	78	76	*
All Grades Both Subjects	2019	69	70	67	75	68	66	82	*	-	62	53	58	67	66	64	64
	2018	69	70	69	65	68	70	64	*	-	58	58	48	70	67	67	71
All Grades ELA/Reading	2019	68	69	64	69	63	64	80	*	-	58	50	43	64	65	60	57
	2018	69	69	69	69	69	69	50	-	-	63	60	40	71	64	67	62
All Grades Mathematics	2019	70	71	69	80	72	68	83	-	-	65	56	75	69	68	68	72
	2018	70	70	69	61	68	70	80	*	-	53	55	55	68	71	67	81

District Name: HARDIN ISD
 County Name: LIBERTY
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	28%	25%	23%	30%	*	-	-	22%	18%	23%	21%
	2018	38%	38%	34%	*	*	39%	*	-	-	*	17%	27%	*
Mathematics	2019	45%	45%	26%	14%	24%	26%	*	-	-	40%	12%	27%	20%
	2018	47%	46%	34%	*	32%	35%	*	-	-	*	30%	31%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	66%	*	60%	71%	*	-	-	38%	43%	53%	*
Students Requiring Accelerated Instruction														
	2019	22%	23%	34%	*	40%	29%	*	-	-	63%	57%	47%	*
STAAR Cumulative Met Standard														
	2019	86%	86%	76%	*	60%	80%	*	-	-	50%	43%	66%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	67%	*	90%	68%	*	-	-	50%	29%	63%	*
Students Requiring Accelerated Instruction														
	2019	17%	17%	33%	*	10%	32%	*	-	-	50%	71%	37%	*
STAAR Cumulative Met Standard														
	2019	90%	89%	76%	*	90%	79%	*	-	-	50%	29%	75%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	74%	*	58%	76%	*	-	-	*	20%	59%	*
Students Requiring Accelerated Instruction														
	2019	22%	21%	26%	*	42%	24%	*	-	-	*	80%	41%	*
STAAR Cumulative Met Standard														
	2019	85%	86%	81%	*	67%	84%	*	-	-	*	30%	66%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	77%	*	67%	79%	*	-	-	*	20%	61%	*
Students Requiring Accelerated Instruction														
	2019	18%	17%	23%	*	33%	21%	*	-	-	*	80%	39%	*
STAAR Cumulative Met Standard														
	2019	88%	88%	83%	*	75%	83%	*	-	-	*	30%	72%	*

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	72%	-	-	-	-	-	49%	60%	44%	-	49%	49%
	2018	77%	77%	70%	-	-	-	-	-	51%	53%	48%	33%	51%	49%
At Meets Grade Level or Above	2019	50%	51%	39%	-	-	-	-	-	19%	35%	13%	-	19%	19%
	2018	48%	49%	37%	-	-	-	-	-	15%	23%	7%	33%	15%	17%
At Masters Grade Level	2019	24%	25%	15%	-	-	-	-	-	4%	10%	2%	-	4%	4%
	2018	22%	23%	13%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	69%	-	-	-	-	-	37%	43%	35%	-	37%	37%
	2018	74%	74%	68%	-	-	-	-	-	31%	42%	21%	*	31%	29%
At Meets Grade Level or Above	2019	48%	49%	38%	-	-	-	-	-	11%	29%	5%	-	11%	11%
	2018	46%	47%	40%	-	-	-	-	-	15%	25%	7%	*	15%	14%
At Masters Grade Level	2019	21%	22%	15%	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	19%	20%	14%	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	75%	-	-	-	-	-	67%	86%	57%	-	67%	67%
	2018	81%	82%	74%	-	-	-	-	-	68%	58%	80%	*	68%	71%
At Meets Grade Level or Above	2019	52%	53%	39%	-	-	-	-	-	24%	43%	14%	-	24%	24%
	2018	50%	51%	37%	-	-	-	-	-	18%	25%	10%	*	18%	25%
At Masters Grade Level	2019	26%	28%	16%	-	-	-	-	-	10%	29%	0%	-	10%	10%
	2018	24%	25%	13%	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	65%	-	-	-	-	-	40%	40%	40%	-	40%	40%
	2018	66%	66%	60%	-	-	-	-	-	60%	*	*	*	60%	43%
At Meets Grade Level or Above	2019	38%	39%	32%	-	-	-	-	-	10%	20%	0%	-	10%	10%
	2018	41%	42%	33%	-	-	-	-	-	20%	*	*	*	20%	14%
At Masters Grade Level	2019	14%	15%	9%	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	13%	13%	4%	-	-	-	-	-	0%	*	*	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	76%	-	-	-	-	-	50%	*	40%	-	50%	50%
	2018	80%	80%	72%	-	-	-	-	-	60%	*	*	-	60%	60%
At Meets Grade Level or Above	2019	54%	55%	42%	-	-	-	-	-	33%	*	20%	-	33%	33%
	2018	51%	52%	32%	-	-	-	-	-	0%	*	*	-	0%	0%
At Masters Grade Level	2019	25%	27%	15%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	23%	24%	11%	-	-	-	-	-	0%	*	*	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	80%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	79%	79%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	57%	52%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	54%	43%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	36%	24%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	32%	18%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	67%	-	-	-	-	-	64%	100%	50%	-	64%	64%
	2018	69%	70%	69%	-	-	-	-	-	72%	70%	74%	*	72%	71%
All Grades ELA/Reading	2019	68%	69%	64%	-	-	-	-	-	58%	100%	42%	-	58%	58%
	2018	69%	69%	69%	-	-	-	-	-	70%	80%	65%	*	70%	68%
All Grades Mathematics	2019	70%	71%	69%	-	-	-	-	-	71%	100%	58%	-	71%	71%

District Name: HARDIN ISD
 County Name: LIBERTY
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	69%	-	-	-	-	-	75%	60%	83%	*	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	28%	-	-	-	-	-	21%	*	27%	-	21%	21%
	2018	38%	38%	34%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2019	45%	45%	26%	-	-	-	-	-	20%	*	*	-	20%	20%
	2018	47%	46%	34%	-	-	-	-	-	*	*	*	*	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	100%	99%	100%	*	-	100%	100%	99%	100%
Included in Accountability	94%	94%	93%	94%	94%	93%	88%	*	-	92%	94%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	6%	6%	5%	6%	13%	*	-	8%	6%	7%	4%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	*	-	0%	0%	0%	5%
Not Tested	1%	1%	1%	0%	0%	1%	0%	*	-	0%	0%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	0%	*	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	*	-	100%	99%	99%	100%
Included in Accountability	94%	94%	93%	92%	98%	92%	100%	*	-	93%	94%	91%	100%
Not Included in Accountability													
Mobile	4%	4%	7%	8%	1%	7%	0%	*	-	7%	5%	8%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	0%	*	-	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	0%	*	-	0%	1%	1%	0%

Texas Education Agency
Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	94.3%	94.2%	94.3%	94.2%	94.4%	*	-	95.2%	92.5%	93.7%	95.1%
2017-18	95.4%	95.4%	94.2%	94.5%	94.9%	94.0%	95.5%	*	-	95.1%	92.5%	93.7%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	0.4%	0.0%	0.0%	0.6%	*	-	-	0.0%	0.0%	0.7%	0.0%
2017-18	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	0.3%	0.0%	0.0%	0.3%	*	*	-	0.0%	0.0%	0.5%	*
2017-18	1.9%	2.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	98.6%	*	100.0%	98.0%	*	-	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Continued HS	3.7%	3.7%	1.4%	*	0.0%	2.0%	*	-	-	*	*	0.0%	*
Dropped Out	5.9%	6.9%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	89.5%	98.6%	*	100.0%	98.0%	*	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	93.1%	100.0%	*	100.0%	100.0%	*	-	-	*	*	100.0%	*
Class of 2018													
Graduated	90.0%	88.9%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Continued HS	3.8%	4.0%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Dropped Out	5.7%	6.6%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Graduates and TxCHSE	90.4%	89.3%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	93.4%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
Received TxCHSE	0.6%	0.6%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Continued HS	1.1%	1.1%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Dropped Out	6.1%	7.0%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.8%	91.9%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.0%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
Class of 2017													
Graduated	92.0%	91.0%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Continued HS	1.1%	1.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	7.1%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	91.7%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	92.9%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.5%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.7%	0.8%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Continued HS	0.6%	0.6%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	7.1%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	92.3%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	92.9%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Class of 2016													
Graduated	92.1%	91.3%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.8%	0.9%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Continued HS	0.5%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.6%	7.3%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	92.9%	92.1%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	92.7%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	98.6%	*	100.0%	98.0%	*	-	-	*	*	100.0%	*
Class of 2018	90.0%	88.9%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Class of 2018	5.0%	6.4%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	98.6%	*	100.0%	98.0%	*	-	-	*	*	97.4%	*
Class of 2018	82.0%	80.4%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	98.6%	*	100.0%	98.0%	*	-	-	*	*	97.4%	*
Class of 2018	86.8%	86.7%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	27.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	4.9%	6.3%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	97.1%	*	100.0%	95.9%	*	-	-	*	*	95.0%	*
2017-18	81.5%	80.1%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HARDIN ISD

County Name: LIBERTY

District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	97.1%	*	100.0%	95.9%	*	-	-	*	*	95.0%	*
2017-18	85.1%	84.9%	100.0%	*	100.0%	100.0%	*	-	-	-	*	100.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: HARDIN ISD

County Name: LIBERTY

District Number: 146904

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	70	100.0%	355,615	100.0%
By Ethnicity:				
African American	2	2.9%	43,953	12.4%
Hispanic	17	24.3%	180,673	50.8%
White	49	70.0%	105,577	29.7%
American Indian	1	1.4%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	1.4%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	2	2.9%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	68	97.1%	285,538	80.3%
Special Education Graduates	4	5.7%	27,598	7.8%
Economically Disadvantaged Graduates	40	57.1%	186,364	52.4%
LEP Graduates	1	1.4%	25,189	7.1%
At-Risk Graduates	46	65.7%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	69.3%	*	79.4%	67.3%	*	-	-	*	*	67.5%	*
2017-18	65.5%	65.8%	61.6%	*	40.9%	65.0%	*	-	-	-	*	57.4%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	34.3%	*	35.3%	34.7%	*	-	-	*	*	32.5%	*
2017-18	50.0%	51.8%	45.2%	*	27.3%	48.3%	*	-	-	-	*	29.6%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	48.6%	*	35.3%	51.0%	*	-	-	*	*	40.0%	*
2017-18	58.2%	59.4%	63.0%	*	54.5%	63.3%	*	-	-	-	*	51.9%	*
Mathematics													
2018-19	48.6%	51.4%	32.9%	*	29.4%	34.7%	*	-	-	*	*	30.0%	*
2017-18	46.0%	50.4%	45.2%	*	36.4%	46.7%	*	-	-	-	*	37.0%	*
Both Subjects													
2018-19	44.2%	45.3%	24.3%	*	23.5%	24.5%	*	-	-	*	*	22.5%	*
2017-18	42.1%	45.1%	39.7%	*	18.2%	43.3%	*	-	-	-	*	25.9%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	15.7%	*	11.8%	18.4%	*	-	-	*	*	10.0%	*
2017-18	20.7%	17.5%	16.4%	*	9.1%	18.3%	*	-	-	-	*	3.7%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	20.4%	23.3%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	1.4%	1.5%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	1.0%	0.3%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	52.1%	*	61.8%	50.0%	*	-	-	*	*	51.3%	*
2017-18	28.7%	25.2%	30.8%	*	27.3%	31.7%	*	-	-	-	*	38.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	2.9%	*	11.8%	0.0%	*	-	-	*	*	5.0%	*
2017-18	4.8%	4.3%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	1.7%	1.8%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	94.3%	*	100.0%	93.9%	*	-	-	*	*	90.0%	*
2017-18	38.7%	33.1%	50.7%	*	45.5%	51.7%	*	-	-	-	*	51.9%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	2.9%	*	0.0%	4.1%	*	-	-	*	*	2.5%	*
2017-18	4.3%	4.1%	4.1%	*	0.0%	5.0%	*	-	-	-	*	11.1%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	2.9%	*	11.8%	0.0%	*	-	-	*	*	5.0%	*
2017-18	2.6%	2.0%	2.7%	*	9.1%	1.7%	*	-	-	-	*	3.7%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	1.4%	*	0.0%	2.0%	*	-	-	*	*	0.0%	*
2017-18	0.6%	0.3%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.3%	42.9%	*	29.4%	46.9%	*	-	-	*	*	32.5%	*
2017-18	32.1%	25.0%	46.6%	*	36.4%	46.7%	*	-	-	-	*	37.0%	*
Mathematics													
2018-19	24.7%	20.6%	15.7%	*	17.6%	16.3%	*	-	-	*	*	15.0%	*
2017-18	23.7%	21.3%	13.7%	*	9.1%	13.3%	*	-	-	-	*	14.8%	*
Both Subjects													
2018-19	18.8%	13.3%	14.3%	*	17.6%	14.3%	*	-	-	*	*	15.0%	*
2017-18	18.1%	13.8%	11.0%	*	0.0%	11.7%	*	-	-	-	*	11.1%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	97.1%	*	100.0%	95.9%	*	-	-	*	*	95.0%	*
2017-18	58.4%	51.1%	98.6%	*	100.0%	98.3%	*	-	-	-	*	96.3%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	2.0%	1.3%	6.8%	*	9.1%	6.7%	*	-	-	-	*	7.4%	*
Mathematics													
2018-19	7.3%	8.5%	10.0%	*	5.9%	10.2%	*	-	-	*	*	10.0%	*
2017-18	3.9%	5.3%	11.0%	*	18.2%	10.0%	*	-	-	-	*	11.1%	*
Both Subjects													
2018-19	2.6%	1.7%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2017-18	0.9%	0.4%	5.5%	*	9.1%	5.0%	*	-	-	-	*	3.7%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.4%	0.6%	0.0%	3.1%	0.0%	*	-	-	*	n/a	0.0%	n/a
2018	25.8%	28.3%	0.0%	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	15.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
2018	15.3%	16.0%	0.0%	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	7.4%	8.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
2018	7.3%	8.3%	0.0%	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
Science													
2019	10.4%	11.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
2018	10.8%	11.8%	0.0%	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	15.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
2018	14.5%	16.9%	0.0%	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	*	-	*	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	43.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	44.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	43.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	41.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	49.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	50.0%	*	35.3%	51.0%	*	-	-	*	n/a	37.5%	n/a
2017-18	74.6%	80.9%	63.0%	*	54.5%	63.3%	*	-	-	-	n/a	50.0%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	37.4%	20.0%	*	16.7%	24.0%	*	-	-	*	n/a	13.3%	n/a
2017-18	37.9%	39.5%	34.8%	*	16.7%	39.5%	*	-	-	-	n/a	25.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1028	995	*	942	1018	-	-	-	*	n/a	987	n/a
2017-18	1036	1038	1004	*	902	1024	*	-	-	-	n/a	993	n/a
English Language Arts and Writing													
2018-19	517	515	505	*	463	520	-	-	-	*	n/a	492	n/a
2017-18	521	520	506	*	458	514	*	-	-	-	n/a	501	n/a
Mathematics													
2018-19	510	513	490	*	478	498	-	-	-	*	n/a	495	n/a
2017-18	515	518	498	*	444	509	*	-	-	-	n/a	492	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	15.6	*	-	*	*	-	-	-	n/a	*	n/a
2017-18	20.6	21.2	20.3	*	*	21.0	-	-	-	-	n/a	18.0	n/a
English Language Arts													
2018-19	20.3	20.8	14.7	*	-	*	*	-	-	-	n/a	*	n/a
2017-18	20.3	20.8	20.8	*	*	21.7	-	-	-	-	n/a	17.6	n/a
Mathematics													
2018-19	20.4	21.0	16.4	*	-	*	*	-	-	-	n/a	*	n/a
2017-18	20.6	21.2	18.9	*	*	18.9	-	-	-	-	n/a	18.2	n/a
Science													
2018-19	20.8	21.2	16.0	*	-	*	*	-	-	-	n/a	*	n/a
2017-18	20.9	21.4	20.3	*	*	21.0	-	-	-	-	n/a	18.0	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.2%	23.2%	15.4%	23.2%	23.5%	*	*	-	*	0.0%	19.5%	*
2017-18	43.4%	43.6%	25.6%	12.5%	30.2%	25.8%	*	*	-	*	13.0%	19.3%	20.0%
English Language Arts													
2018-19	17.8%	18.5%	4.3%	0.0%	0.0%	5.5%	*	*	-	*	0.0%	0.7%	*
2017-18	17.3%	18.5%	5.1%	0.0%	3.8%	5.7%	*	*	-	*	0.0%	1.5%	0.0%
Mathematics													
2018-19	20.4%	19.8%	15.5%	7.7%	16.7%	15.3%	*	*	-	*	0.0%	13.8%	*
2017-18	20.7%	20.7%	17.8%	0.0%	19.6%	18.3%	*	*	-	*	13.6%	15.0%	20.0%
Science													
2018-19	21.7%	20.0%	15.6%	15.4%	16.1%	15.6%	*	*	-	*	0.0%	15.3%	*
2017-18	21.2%	19.7%	12.3%	14.3%	12.0%	12.6%	*	*	-	*	0.0%	7.4%	20.0%
Social Studies													
2018-19	23.6%	22.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	22.8%	22.2%	7.6%	0.0%	5.4%	8.3%	*	*	-	*	0.0%	1.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	41.1%	*	45.5%	40.0%	*	-	-	-	*	28.1%	*
2016-17	54.6%	55.9%	49.4%	*	42.9%	50.8%	-	-	-	*	*	37.5%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	72.4%	-	80.0%	70.8%	-	-	-	-	-	62.5%	-
2016-17	59.2%	60.5%	43.2%	-	16.7%	46.7%	-	-	-	*	*	27.3%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,400	100.0%	5,479,173	100.0%	1,400	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	3	0.2%	16,848	0.3%	3	0.2%	25,883	0.5%
Pre-Kindergarten	62	4.4%	248,413	4.5%	62	4.4%	249,226	4.5%
Kindergarten	91	6.5%	383,585	7.0%	91	6.5%	384,114	7.0%
Grade 1	109	7.8%	391,175	7.1%	109	7.8%	391,449	7.1%
Grade 2	107	7.6%	388,370	7.1%	107	7.6%	388,675	7.1%
Grade 3	93	6.6%	391,565	7.1%	93	6.6%	391,795	7.1%
Grade 4	106	7.6%	399,883	7.3%	106	7.6%	400,111	7.3%
Grade 5	141	10.1%	417,272	7.6%	141	10.1%	417,444	7.6%
Grade 6	111	7.9%	422,605	7.7%	111	7.9%	422,740	7.7%
Grade 7	115	8.2%	423,421	7.7%	115	8.2%	423,545	7.7%
Grade 8	95	6.8%	411,170	7.5%	95	6.8%	411,272	7.5%
Grade 9	102	7.3%	448,929	8.2%	102	7.3%	449,122	8.2%
Grade 10	109	7.8%	406,785	7.4%	109	7.8%	407,044	7.4%
Grade 11	77	5.5%	376,894	6.9%	77	5.5%	377,208	6.9%
Grade 12	79	5.6%	352,258	6.4%	79	5.6%	354,312	6.4%
Ethnic Distribution:								
African American	48	3.4%	691,582	12.6%	48	3.4%	692,925	12.6%
Hispanic	203	14.5%	2,892,928	52.8%	203	14.5%	2,899,504	52.8%
White	1,097	78.4%	1,477,699	27.0%	1,097	78.4%	1,483,688	27.0%
American Indian	11	0.8%	19,999	0.4%	11	0.8%	20,062	0.4%
Asian	1	0.1%	250,065	4.6%	1	0.1%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	40	2.9%	138,434	2.5%	40	2.9%	138,817	2.5%
Sex:								
Female	688	49.1%	2,673,270	48.8%	688	49.1%	2,678,619	48.8%
Male	712	50.9%	2,805,903	51.2%	712	50.9%	2,815,321	51.2%
Economically Disadvantaged	802	57.3%	3,303,974	60.3%	802	57.3%	3,309,610	60.2%
Non-Educationally Disadvantaged	598	42.7%	2,175,199	39.7%	598	42.7%	2,184,330	39.8%
Section 504 Students	71	5.1%	376,734	6.9%	71	5.1%	376,956	6.9%
English Learners (EL)	34	2.4%	1,112,674	20.3%	34	2.4%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	17	1.1%	82,551	1.5%				
Students w/ Dyslexia	28	2.0%	224,619	4.1%	28	2.0%	224,741	4.1%
Foster Care	13	0.9%	17,393	0.3%	13	0.9%	17,451	0.3%
Homeless	24	1.7%	78,178	1.4%	24	1.7%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	1,388	99.1%	3,568,526	65.1%	1,388	99.1%	3,576,850	65.1%
Military Connected	2	0.1%	105,751	1.9%	2	0.1%	105,787	1.9%
At-Risk	729	52.1%	2,773,390	50.6%	729	52.1%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	33	2.4%	1,128,904	20.6%	33	2.4%	1,129,558	20.6%
Career & Technical Education	364	26.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	364	99.2%	805,496	50.8%	364	99.2%	806,117	50.8%
Gifted & Talented Education	51	3.6%	444,125	8.1%	51	3.6%	444,196	8.1%
Special Education	127	9.1%	577,868	10.5%	127	9.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	127		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	45	35.4%	245,216	42.4%				
Students with Physical Disabilities	36	28.3%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	24	18.9%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	233	16.7%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	0.0%	5.5%
Grade 1	0.0%	2.9%	25.0%	4.9%
Grade 2	1.2%	1.6%	0.0%	2.0%
Grade 3	1.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	5.0%	7.8%	10.0%	13.1%

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.5%	5,686	0.2%

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.8	19.0
Grade 1	18.3	18.9
Grade 2	18.0	18.8
Grade 3	14.9	19.0
Grade 4	17.3	19.2
Grade 5	17.4	20.9
Grade 6	16.2	20.4
Secondary:		
English/Language Arts	14.8	16.4
Foreign Languages	17.3	18.7
Mathematics	17.2	17.8
Science	17.4	18.8
Social Studies	16.3	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HARDIN ISD
County Name: LIBERTY
District Number: 146904

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	213.7	100.0%	734,726.4	100.0%
Professional Staff:	125.1	58.6%	468,132.4	63.7%
Teachers	106.6	49.9%	363,121.3	49.4%
Professional Support	6.5	3.1%	74,698.8	10.2%
Campus Administration (School Leadership)	10.0	4.7%	21,960.1	3.0%
Central Administration	2.0	0.9%	8,352.3	1.1%
Educational Aides:	24.8	11.6%	78,096.8	10.6%
Auxiliary Staff:	63.8	29.8%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	2.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	31.5	14.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	3.8%	39,132.5	10.8%
Hispanic	4.0	3.8%	102,099.7	28.1%
White	97.6	91.6%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.9%	4,165.2	1.1%
Males	23.0	21.6%	86,302.4	23.8%
Females	83.6	78.4%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.9%	4,859.9	1.3%
Bachelors	93.6	87.8%	266,596.3	73.4%
Masters	11.0	10.3%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	4.7%	26,878.7	7.4%
1-5 Years Experience	28.6	26.9%	101,305.8	27.9%
6-10 Years Experience	15.0	14.1%	70,305.4	19.4%
11-20 Years Experience	38.0	35.6%	106,767.7	29.4%
Over 20 Years Experience	20.0	18.8%	57,863.9	15.9%
Number of Students per Teacher	13.1	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.3	6.2
Average Years Experience of Principals with District	2.3	5.3
Average Years Experience of Assistant Principals	9.0	5.3
Average Years Experience of Assistant Principals with District	9.0	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	13.1	11.1
	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$40,563	\$49,868
1-5 Years Experience	\$45,033	\$52,823
6-10 Years Experience	\$46,902	\$55,756
11-20 Years Experience	\$51,345	\$59,308
Over 20 Years Experience	\$60,170	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$50,175	\$57,091
Professional Support	\$57,553	\$67,352
Campus Administration (School Leadership)	\$73,091	\$82,512
Central Administration	\$102,009	\$108,367
Instructional Staff Percent:	59.2%	64.6%
Turnover Rate for Teachers:	16.8%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HARDIN ISD
 County Name: LIBERTY
 District Number: 146904

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.1%	23,626.0	6.5%
Career & Technical Education	7.7	7.2%	18,120.4	5.0%
Compensatory Education	6.0	5.6%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	83.2	78.1%	257,548.7	70.9%
Special Education	7.1	6.7%	33,620.4	9.3%
Other	2.4	2.3%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)