

# **Hardin Elementary School 2020-2021**

*Campus Improvement Plan*

**2020-2021 School Year**

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Committee Members - Planning and Decision Making**

| Name               | Title                             | Campus / District        | Term Ends |
|--------------------|-----------------------------------|--------------------------|-----------|
| Scott, Ronald      | Principal                         | Hardin Elementary School |           |
| Emerson, Penny     | Assistant Principal               | Hardin Elementary School | 5-2021    |
| Vincent, Kenneth   | Assistant Principal               | Hardin Elementary School | 5-2021    |
| Collins, Lisa      | Counselor                         | Hardin Elementary School | 5-2021    |
| Redd, Kelli        | Counselor                         | Hardin Elementary School | 5-2021    |
| Ivy, Karen         | Coordinator of School Improvement | Hardin ISD               | 5-2021    |
| Wells, Cristine    | Special Services                  | Hardin Elementary School | 5-2021    |
| Lazard, Holli      | PK Teacher                        | Hardin Elementary School | 5-2021    |
| Jackson, Tracy     | Kindergarten Teacher              | Hardin Elementary School | 5-2021    |
| Weiland, Paula     | First Grade Teacher               | Hardin Elementary School | 5-2021    |
| Brett, Fay         | Second Grade Teacher              | Hardin Elementary School | 5-2021    |
| Mason, Shirley     | Third Grade Teacher               | Hardin Elementary School | 5-2021    |
| Chadwick, Kathy    | Fourth Grade Teacher              | Hardin Elementary School | 5-2021    |
| Tucker, Mandy      | Fifth Grade Teacher               | Hardin Elementary School | 5-2021    |
| Fischer, Tanya     | Paraprofessional                  | Hardin Elementary School | 5-2021    |
| Campbell, Michelle | Electives                         | Hardin Elementary School | 5-2021    |
| Frewin, Carol      | Community Representative          | Hardin Elementary School | 5-2021    |
| Frewin, Don        | Community Representative          | Hardin Elementary School | 5-2021    |
| Crump, Marla       | Business Representative           | Hardin Elementary School | 5-2021    |
| Beall, Jennifer    | Parent                            | Hardin Elementary School | 5-2021    |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Names of People Responsible For Implementation**

| Name               | Title                       | Campus / District        |
|--------------------|-----------------------------|--------------------------|
| Scott, Ronald      | Principal                   | Hardin Elementary School |
| Emerson, Penny     | Assistant Principal         | Hardin Elementary School |
| Vincent, Kenneth   | Assistant Principal         | Hardin Elementary School |
| Jones, Cami        | Homeless Liaison            | Hardin ISD               |
| English, Todd      | Director of Technology      | Hardin ISD               |
| Ivy, Karen         | Curriculum Director         | Hardin ISD               |
| Zamazal, Lena      | DCSI Support                | Hardin Elementary School |
| Redd, Kelli        | At-Risk Counselor           | Hardin Elementary School |
| Collins, Lisa      | Counselor                   | Hardin Elementary School |
| Citizen, Kimberlee | Nurse                       | Hardin Elementary School |
| Blakeney, Haylee   | Library Aide                | Hardin Elementary School |
| Lazard, Holli      | PK Teacher                  | Hardin Elementary School |
| Flores, Melissa    | PK Teacher                  | Hardin Elementary School |
| Bell, Jennifer     | PK Teacher                  | Hardin Elementary School |
| Goudeau, Penny     | PK Aide                     | Hardin Elementary School |
| Watson, Bridget    | PK Aide                     | Hardin Elementary School |
| Tristan, Amber     | PK Aide                     | Hardin Elementary School |
| Fisher, Stephanie  | PK Aide                     | Hardin Elementary School |
| Vanya, Hannah      | Interventionist             | Hardin Elementary School |
| Wells, Christine   | Reading Specialist          | Hardin Elementary School |
| Barrier, Hayli     | Instructional Reading Coach | Hardin Elementary School |
| West, Niki         | Instructional Math Coach    | Hardin Elementary School |
| Bolds, Milvia      | Reading Pullout Teacher     | Hardin Elementary School |
| Chargoias, Pat     | Reading Pullout Teacher     | Hardin Elementary School |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Names of People Responsible For Implementation**

| Name               | Title                          | Campus / District        |
|--------------------|--------------------------------|--------------------------|
| Cole, Noellee      | Special Education Math Teacher | Hardin Elementary School |
| Gunter, Chelsea    | Special Education ELAR Teacher | Hardin Elementary School |
| Caruso, Mistie     | Life Skills Teacher            | Hardin Elementary School |
| Rosin, Beth        | Technology Teacher             | Hardin Elementary School |
| Spear, Kara        | Art Teacher                    | Hardin Elementary School |
| Campbell, Michelle | Music Teacher                  | Hardin Elementary School |
| Rives, Kennedy     | PE Teacher                     | Hardin Elementary School |
| Wright, Brontre    | PE Teacher                     | Hardin Elementary School |
| Jackson, Tracy     | Kindergarten Teacher           | Hardin Elementary School |
| Smith, Joyce       | Kindergarten Teacher           | Hardin Elementary School |
| Simar, Tiffanee    | Kindergarten Teacher           | Hardin Elementary School |
| Weaver, Jessica    | Kindergarten Teacher           | Hardin Elementary School |
| Pickett, Megan     | Kindergarten Teacher           | Hardin Elementary School |
| Weiland, Paula     | First Grade Teacher            | Hardin Elementary School |
| Taylor, Cynthia    | First Grade Teacher            | Hardin Elementary School |
| Johnson, Lori      | First Grade Teacher            | Hardin Elementary School |
| Porter, Brianna    | First Grade Teacher            | Hardin Elementary School |
| Bratcher, Linda    | First Grade Teacher            | Hardin Elementary School |
| Brett, Fay         | Second Grade Teacher           | Hardin Elementary School |
| Perry, Michelle    | Second Grade Teacher           | Hardin Elementary School |
| Lewis, Becky       | Second Grade Teacher           | Hardin Elementary School |
| Jones, April       | Second Grade Teacher           | Hardin Elementary School |
| Hajovsky, Amy      | Second Grade Teacher           | Hardin Elementary School |
| Carr, Sarah        | Second Grade Teacher           | Hardin Elementary School |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

**Names of People Responsible For Implementation**

| Name                | Title                | Campus / District        |
|---------------------|----------------------|--------------------------|
| Barrett, Jana       | Third Grade Teacher  | Hardin Elementary School |
| Lejeune, Ashley     | Third Grade Teacher  | Hardin Elementary School |
| Mason, Shirley      | Third Grade Teacher  | Hardin Elementary School |
| McGowan, Krystal    | Third Grade Teacher  | Hardin Elementary School |
| Teltschick, Heather | Third Grade Teacher  | Hardin Elementary School |
| Newkirk, Angie      | Third Grade Teacher  | Hardin Elementary School |
| Chadwick, Kathy     | Fourth Grade Teacher | Hardin Elementary School |
| Graves, Alice       | Fourth Grade Teacher | Hardin Elementary School |
| Van Etta, Ellen     | Fourth Grade Teacher | Hardin Elementary School |
| Holifield, Allison  | Fourth Grade Teacher | Hardin Elementary School |
| Cook, Kristen       | Fourth Grade Teacher | Hardin Elementary School |
| Eicholz, Shawn      | Fourth Grade Teacher | Hardin Elementary School |
| Tucker, Mandy       | Fifth Grade Teacher  | Hardin Elementary School |

**STAAR**

Grade: **3rd-5th**

**All Subjects**

100%

|                            | 2016  | 2017  | 2018  | 2019  | 2021  | 2022  | 2023   |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|
| *All Students*             | 64.00 | 64.00 | 64.00 | 64.00 | 76.00 | 88.00 | 100.00 |
| African American           | 69.00 | 64.00 | 49.00 | 54.00 | 69.33 | 84.67 | 100.00 |
| American Indian            | 0.00  | 0.00  | 64.00 | 50.00 | 66.67 | 83.33 | 100.00 |
| Economically Disadvantaged | 52.00 | 55.00 | 56.00 | 58.00 | 72.00 | 86.00 | 100.00 |
| English Learners           | 54.00 | 46.00 | 50.00 | 59.00 | 72.67 | 86.33 | 100.00 |
| Hispanic                   | 66.00 | 53.00 | 55.00 | 65.00 | 76.67 | 88.33 | 100.00 |
| Special Education          | 0.00  | 0.00  | 27.00 | 32.00 | 54.67 | 77.33 | 100.00 |
| Two or More Races          | 71.00 | 52.00 | 59.00 | 41.00 | 60.67 | 80.33 | 100.00 |
| White                      | 63.00 | 67.00 | 67.00 | 66.00 | 77.33 | 88.67 | 100.00 |

Grade: **3rd-5th**

**STAAR Mathematics**

100%

|                            | 2016  | 2017  | 2018  | 2019  | 2021  | 2022  | 2023   |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|
| *All Students*             | 67.00 | 70.00 | 67.00 | 68.00 | 78.67 | 89.33 | 100.00 |
| African American           | 0.00  | 78.00 | 53.00 | 50.00 | 66.67 | 83.33 | 100.00 |
| Economically Disadvantaged | 54.00 | 61.00 | 59.00 | 64.00 | 76.00 | 88.00 | 100.00 |
| English Learners           | 56.00 | 0.00  | 64.00 | 83.00 | 88.67 | 94.33 | 100.00 |
| Hispanic                   | 70.00 | 64.00 | 55.00 | 76.00 | 84.00 | 92.00 | 100.00 |
| Special Education          | 0.00  | 44.00 | 30.00 | 27.00 | 51.33 | 75.67 | 100.00 |
| Two or More Races          | 0.00  | 55.00 | 69.00 | 50.00 | 66.67 | 83.33 | 100.00 |
| White                      | 66.00 | 72.00 | 70.00 | 69.00 | 79.33 | 89.67 | 100.00 |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

**STAAR**

Grade: **3rd-5th**

**STAAR Reading**

100%

|                            | 2016  | 2017  | 2018  | 2019  | 2021  | 2022  | 2023   |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|
| *All Students*             | 66.00 | 62.00 | 66.00 | 64.00 | 76.00 | 88.00 | 100.00 |
| African American           | 0.00  | 56.00 | 40.00 | 60.00 | 73.33 | 86.67 | 100.00 |
| Economically Disadvantaged | 55.00 | 54.00 | 58.00 | 55.00 | 70.00 | 85.00 | 100.00 |
| English Learners           | 67.00 | 0.00  | 36.00 | 42.00 | 61.33 | 80.67 | 100.00 |
| Hispanic                   | 60.00 | 54.00 | 53.00 | 57.00 | 71.33 | 85.67 | 100.00 |
| Special Education          | 0.00  | 31.00 | 22.00 | 35.00 | 56.67 | 78.33 | 100.00 |
| Two or More Races          | 71.00 | 55.00 | 50.00 | 42.00 | 61.33 | 80.67 | 100.00 |
| White                      | 66.00 | 65.00 | 69.00 | 66.00 | 77.33 | 88.67 | 100.00 |

Grade: **4th**

**STAAR Writing**

100%

|                            | 2016  | 2017  | 2018  | 2019  | 2021  | 2022  | 2023   |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|
| *All Students*             | 53.00 | 55.00 | 55.00 | 57.00 | 71.33 | 85.67 | 100.00 |
| African American           | 0.00  | 0.00  | 0.00  | 40.00 | 60.00 | 80.00 | 100.00 |
| Economically Disadvantaged | 43.00 | 45.00 | 47.00 | 52.00 | 68.00 | 84.00 | 100.00 |
| English Learners           | 0.00  | 0.00  | 60.00 | 33.00 | 55.33 | 77.67 | 100.00 |
| Hispanic                   | 69.00 | 33.00 | 64.00 | 56.00 | 70.67 | 85.33 | 100.00 |
| Special Education          | 0.00  | 0.00  | 29.00 | 17.00 | 44.67 | 72.33 | 100.00 |
| Two or More Races          | 0.00  | 0.00  | 43.00 | 0.00  | 62.00 | 81.00 | 100.00 |
| White                      | 47.00 | 62.00 | 56.00 | 59.00 | 72.67 | 86.33 | 100.00 |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**STAAR**

Grade: **5th**

**STAAR Science**

100%

|                            | 2016  | 2017  | 2018  | 2019  | 2021  | 2022  | 2023   |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|
| *All Students*             | 52.00 | 63.00 | 59.00 | 64.00 | 76.00 | 88.00 | 100.00 |
| African American           | 0.00  | 0.00  | 67.00 | 0.00  | 78.00 | 89.00 | 100.00 |
| Economically Disadvantaged | 45.00 | 59.00 | 49.00 | 52.00 | 68.00 | 84.00 | 100.00 |
| Hispanic                   | 0.00  | 56.00 | 50.00 | 73.00 | 82.00 | 91.00 | 100.00 |
| Special Education          | 0.00  | 0.00  | 33.00 | 50.00 | 66.67 | 83.33 | 100.00 |
| Two or More Races          | 0.00  | 0.00  | 80.00 | 38.00 | 58.67 | 79.33 | 100.00 |
| White                      | 53.00 | 63.00 | 58.00 | 67.00 | 78.00 | 89.00 | 100.00 |



## About Hardin Elementary

### Mission Statement:

Our mission for Hardin Elementary School is to provide a safe and supportive learning environment that will ensure student growth and success. We will form partnerships with parents and the community to empower our students to become creative and life-long learners.

### Vision:

H.E.S. - Here Everyone Succeeds

### Value Statement:

We the students of Hardin Elementary believe that through hard work and dedication all things are possible.

We believe in honesty, respect and treating others the way we would want to be treated.

We will strive for improvement in everything that we do and vow to use our education wisely.

### Grade Span:

EE – 5

### Enrollment:

555

### Accountability Ratings:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

### 2019 State Accountability:

Overall Accountability Rating: F

- Student Achievement Rating: D

- School Progress Rating: F

- Academic Growth Rating: F

- Relative Performance Rating: F

- Closing the Gaps Rating: F

\* This campus is identified for comprehensive support and improvement

### \* Distinction Designations:

- Not Earned

### 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 Elementary School conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

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

\* Hardin Elementary reviewed/revise the CNA in the Fall of 2020.

- Goal #2: Campus 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 Elementary reviewed/revise the CIP in the Fall of 2020. The Plan was reviewed by the Superintendent, Scott Mackey; Assistant to the Superintendent, Chris Contreras; Director of Special Programs, Cami Jones; Campus Administrators; and parents and community members. The CIP is available on the district website and can be printed at the campus or administration office upon request. The CIP 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 #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 Elementary School is located in Hardin ISD, a rural district located 45 minutes west of Beaumont, Texas. Our campus has 555 students in grades Pre-K through 5th grades.

Enrollment is disaggregated as follows:

PreK: 55

Kinder: 63

1<sup>st</sup>: 79

2<sup>nd</sup>: 86

3<sup>rd</sup>: 94

4<sup>th</sup>: 86

5<sup>th</sup>: 92

Total = 555

Special Ed = 10%

ELL = 3%

GT = 0%

Economically Disadvantaged = 63%

White = 78%

Hispanic = 16%

African American = 3%

Other = 2%

The attendance rate is 94.4%

### **Demographics Strengths**

Hardin Elementary's enrollment is increasing and becoming a more diverse campus.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hardin Elementary has a large population of economically disadvantaged students that have limited educational opportunity. **Root Cause:** Family Background; Lack of resources; Lack of higher education opportunities; Lack of industry; Generational poverty; fewer scholarships and grant opportunities; Lack of job opportunities

**Problem Statement 2:** Hardin Elementary has an increase in population. **Root Cause:** New school building; Reputation of district and administration; Expansion of Houston due to Grand Parkway; Low population

# Student Academic Achievement

## Student Academic Achievement Summary

Hardin Elementary is rated F for the state and federal accountability system. Student achievement was underperforming across grade levels and contents. White students scored lowest overall and scored lower than other student groups. Hardin Elementary has created participated in a Self-Assessment and created a Targeted Improvement Plan with the help of the Campus Leadership Team, District Coordinator of School Improvement, and the Effective Schools Framework Facilitators.

## Student Academic Achievement Strengths

Strengths in student achievement include the following areas where growth was shown from 2018 to 2019:

| Grade level | Subject tested | % at Meets Grade Level |      |      |
|-------------|----------------|------------------------|------|------|
|             |                | 2017                   | 2018 | 2019 |
| 3           | Reading        | 29%                    | 22%  | 26%  |
| 3           | Math           | 25%                    | 20%  | 32%  |
| 4           | Reading        | 23%                    | 40%  | 25%  |
| 4           | Math           | 33%                    | 42%  | 29%  |
| 4           | Writing        | 14%                    | 19%  | 24%  |
| 5           | Reading        | 25%                    | 37%  | 33%  |
| 5           | Math           | 32%                    | 25%  | 31%  |
| 5           | Science        | 24%                    | 14%  | 38%  |

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Hardin Elementary rated F in School Progress and Closing the Gaps. **Root Cause:** Lack of data-driven instruction and objective-driven lesson plans.

# School Processes & Programs

## School Processes & Programs Summary

Hardin Elementary is a close-knit campus. Many of the staff are Hardin natives. There is good rapport between staff and parents and community. One campus for these grade levels achieves a cohesive culture.

Hardin Elementary staff is 100% highly qualified. Retention of staff is high due to the lifelong residency of most staff. Hardin Elementary teachers use TEKS Resource System as a guide for curriculum. State adopted resources are available for all content areas. Students are given curriculum-based assessments, interim assessments, and benchmark assessments. Student achievement data in Eduphoria to monitor achievement and curriculum implementation.

Hardin Elementary has a good partnership with parents and community. Staff is supported in all efforts to help students. Events are well-attended and fund-raising is a success. The Campus Educational Improvement Committee is comprised of teachers, parents, and community members.

## School Processes & Programs Strengths

Most Hardin Elementary staff are lifelong Hardin residents and have relationships with parents and community members outside of school. Staff is dedicated to student achievement and passionate about their profession. The principal and assistant principals are strong leaders who demonstrate compassion and encouragement for staff and students.

Retention of staff is high due to community commitment and the lifelong residence of most staff.

The TEKS Resource System and state-adopted resources provide a good foundation for curriculum. Eduphoria provides valuable data for guiding instruction. Benchmark assessments provide formative and summative assessment data.

Staffing at Hardin Elementary is aligned with enrollment. PK has 3 teachers; K has 5 teachers; Grade 1 has 6 teachers; Grade 2 has 6 teachers; Grade 3 has 6 teachers, and Grade 4 has 6 teachers, and Grade 5 has 8 teachers. In addition, there are rotation teachers: 2 PE teachers, 1 librarian paraprofessional, 1 Music teacher, 1 Art teacher, 1 PE aide, 3 inclusion aides, and 4 Pre-K aides. There are 2 Reading interventionists, 2 Special Education teachers, and a counselor.

The campus has enhanced the student learning environment with child-centered spaces and areas to address special needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Elementary students need more opportunity for extracurricular activities. **Root Cause:** Distance students travel to and from home; Lack of teacher involvement; Long day; Lack of time and scheduling; Lack of transportation;



# Perceptions

## Perceptions Summary

Hardin Elementary is a close-knit campus. Many of the staff are Hardin ISD graduates. There is good rapport between staff, parents and community. One campus for these grade levels achieves a cohesive culture.

Hardin Elementary School vision is: Our vision for Hardin Elementary School is to provide a safe and supportive community of students, teachers and parents. We ensure a high standard of academic success as well as social and emotional development for every student. Together we nurture a new generation of successful leaders and life-long learners to create an exemplary community.

## Perceptions Strengths

Staff have a vested interest in students and student achievement at Hardin Elementary School. They are open to learning and building their instructional skills.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data

- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

## Needs Assessment Summary

Hardin Elementary 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 Elementary received a State Accountability Rating of F from TEA in 2019. The rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. Hardin Elementary is identified for comprehensive support and improvement.

### Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 64% of All Students met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 66% for White students to 35% for Special Education students.

Math: 68% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 83% for English Learners to 27% for Special Education students.

Writing: 57% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 59% for White students to 17% for Special Education students.

Science: 64% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 73% for Hispanic students to 38% for students of Two or More Races.

### Interventions:

Hardin Elementary has several programs 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 Program for grades 3 - 4
- \* ELAR and Math Enrichment for grades 3 - 5
- \* Intervention for grades PK - 5
- \* Counseling Services for grades PK - 5

### 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 professional development services.

### Attendance:

Attendance rate at Hardin Elementary slightly increased from 94.4% in 2017-2018 to 94.6% in 2018-2019. The staff designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Campus Improvement Plan  
Hardin Elementary School 2020-2021

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

Objective(s): PK - 5      Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.

| <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> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
|  |                 |                              |                               |                             |                         |                             |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>   |                 |                                  |   |                             |  |   |
|--|-----------------|----------------------------------|---|-----------------------------|--|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.   |                 |                                  |   |                             |  |   |
| <b>Implementation: Reform<br/>Methodologies, Strategies and<br/>Activities</b>   | <b>TimeLine</b> | <b>Person(s)<br/>Responsible</b> | <b>Resources / Allocation</b>   | <b>Formative Evaluation</b> | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>   |
| <p>Strategy:</p> <p>Parent and Family Engagement (SWP 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"> <li>* involve parents and family members in developing the local plan,</li> <li>* provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement,</li> <li>* coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs,</li> <li>* conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and</li> <li>* use the findings of such evaluation to design strategies for more effective parental involvement.</li> </ul> <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the Assistant to the Superintendent, Director of Special Programs, Parents, and Campus</p> | 8/2020 - 5/2021 | Principal - Ronald Scott         | Local Funds - Time<br>Contributions of Staff, Parents,<br>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. |

| <b>Goal: 1      Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>   |                 |                              |                               |                             |                         |                             |
|---|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Objective(s): PK - 5      Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.   |                 |                              |                               |                             |                         |                             |
| <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>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.</p> <p>Stakeholders are notified through the Hardin Elementary Homepage on the Hardin ISD website, District Calendar, conferences, Family Access, calling system, and Facebook.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p> |                 |                              |                               |                             |                         |                             |



Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>  |                        |                                  |  |  |  |   |
|---|------------------------|----------------------------------|--|--|--|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.  |                        |                                  |  |  |  |   |
| <b>Implementation: Reform<br/>Methodologies, Strategies and<br/>Activities</b>  | <b>TimeLine</b>        | <b>Person(s)<br/>Responsible</b> | <b>Resources / Allocation</b>                                    | <b>Formative Evaluation</b>  | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>   |
| <p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP 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>Principal - Ronald Scott</p>  | <p>Local Funds - Time<br/>Contributions of Parents and Staff</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 - 05/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>   |
|   | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott</p>  | <p>Local Funds - Time<br/>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> |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>  |                 |                              |  |   |  |   |
|---|-----------------|------------------------------|--|---|--|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.  |                 |                              |  |   |  |   |
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b> | <b>Person(s) Responsible</b> | <b>Resources / Allocation</b>                | <b>Formative Evaluation</b>   | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>   |
| Activity:<br>Parent and Community Support Organizations - Hardin Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:<br>* Meet the Teacher Night<br>* Open House<br>* Grandparents' Day<br>* Award Assemblies<br>* Volunteer Opportunities such as assisting with Book Fairs and in the classroom, and participating in Teacher Appreciation Week activities, Red Ribbon Week activities, and Busy Bee Group. | 8/2020 - 5/2021 | Principal - Ronald Scott     | Local Funds - Time<br>Contributions of Staff | Documents :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Hardin Elementary. | Parents as full partners in the education of Hardin Elementary students. | Documents :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Hardin Elementary. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>  |                 |                                  |  |                             |   |   |
|---|-----------------|----------------------------------|--|-----------------------------|---|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.  |                 |                                  |  |                             |   |   |
| <b>Implementation: Reform<br/>Methodologies, Strategies and<br/>Activities</b>  | <b>TimeLine</b> | <b>Person(s)<br/>Responsible</b> | <b>Resources / Allocation</b>                | <b>Formative Evaluation</b> | <b>Expected Outcome</b>   | <b>Summative Evaluation</b>   |
| <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 and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement, and</li> <li>- other areas such as literacy training, using technology, and how to foster parental involvement.</li> </ul> <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology, and</li> <li>* School Choice Options.</li> </ul> <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott         | Local Funds - Time<br>Contributions of 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. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>   |                 |                              |  |  |   |   |
|--|-----------------|------------------------------|--|--|---|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.   |                 |                              |  |  |   |   |
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>   | <b>TimeLine</b> | <b>Person(s) Responsible</b> | <b>Resources / Allocation</b>                            | <b>Formative Evaluation</b>  | <b>Expected Outcome</b>   | <b>Summative Evaluation</b>   |
| <p>Strategy:</p> <p>Campus Educational Improvement Committee (CEIC) - The CEIC is made up of members of the Hardin High Elementary staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for two year terms. The CEIC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin High School. [TEC 11.251 (b)]</p> <p>The CEIC will review the Campus Improvement Plan (CIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the CIP as needed and recommended by the committee.</p> <p>Hardin Elementary reviewed/revised the CIP in the Fall of 2020. The Plan was reviewed by the Superintendent, Assistant to the Superintendent, Director of Special Programs, Campus Administrators, and parents and community members. The CIP is available on the district website and can be printed at the campus or administration office upon request. The CIP is distributed in English and Spanish as requested.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott     | Local Funds - Time<br>Contributions of Community Members | Documents :Agenda, Minutes, Sign-In Sheets - 12/20: CEIC agendas and minutes will reflect that staff, parents, and committee members have participated in the planning and development of the educational system of Hardin Elementary. | Increased student achievement with the support of Hardin Elementary School parents. | Documents :School Records - 02/21: A current CIP has been approved by the Hardin ISD Board of Trustees. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>   |                 |                              |   |   |   |   |
|--|-----------------|------------------------------|---|---|---|---|
| Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.   |                 |                              |   |   |   |   |
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>   | <b>TimeLine</b> | <b>Person(s) Responsible</b> | <b>Resources / Allocation</b>   | <b>Formative Evaluation</b>   | <b>Expected Outcome</b>   | <b>Summative Evaluation</b>   |
| <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the District Educational Improvement Committee (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 CEIC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Hardin Elementary CIP.</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 | Principal - Ronald Scott     | <p>Federal - Title I, Part A - SECCA, Inc Consulting Services<br/><b>\$9,624.00</b></p> <p>Federal - Title II, Part A - SECCA, Inc Consulting Services<br/><b>\$1,578.00</b></p> <p>Federal - Title IV, Part A - SECCA, Inc Consulting Services<br/><b>\$800.00</b></p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services<br/><b>\$18,161.00</b></p> <p>Federal - Title V, Part B - RLIS - SECCA, Inc Consulting Services<br/><b>\$800.00</b></p> <p>Federal - Title I, 1003 – School Improvement - SECCA, Inc Consulting Services<br/><b>\$3,000.00</b></p> <p>Federal - ESSER - SECCA, Inc Consulting Services<br/><b>\$6,027.00</b></p> | Documents :Agenda, Minutes, Sign-In Sheets - - 12/20: CEIC agendas and minutes reflect a continued monitoring of the Title I Program. | Hardin Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses. | Documents :School Records - - 05/21: Hardin Elementary will receive the State Accountability Rating of C or higher. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>Objective(s):   |                 |                              |  |  |   |  |
|---|-----------------|------------------------------|--|--|---|--|
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b> | <b>Person(s) Responsible</b> | <b>Resources / Allocation</b>                            | <b>Formative Evaluation</b>  | <b>Expected Outcome</b>   | <b>Summative Evaluation</b>  |
| <p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The CEIC 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>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>   | 8/2020 - 7/2021 | Principal - Ronald Scott     | Local Funds - Time<br>Contributions of Committee Members |  | The campus performance objectives will support the needs of the district and the immediate needs of the campus. | Documents :Agenda, Minutes, Sign-In Sheets - Quarterly: CEIC 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 Elementary 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 Assessments of Academic Readiness (STAAR) in Reading (grades 3 - 5), Math (grades 3 - 5), Writing (grade 4), and Science (grade 5).</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 | Principal - Ronald Scott     | Local Funds - Assessment Instruments                     | Informal Assessment<br>: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: 76% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.                                    |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>Foundation Program (SWP CNA, CIP) - The Hardin Elementary PK – 5 curriculum (TRMS) is based on the TEKS. Teachers will utilize the Fundamental 5 and include both hands on and higher-level thinking skills. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Hardin Elementary.</p> <p>Hardin Elementary will monitor lesson plans and student benchmark data to ensure consistency of the curriculum, and ensure the consistency of the curriculum with grade levels and subject areas with horizontal and vertical alignment.</p> <p>Activity:</p> <p>TEKS Resource Management System - The Hardin Elementary curriculum for grades PK – 5 utilizes the TEKS Resource Management System. The curriculum is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments.</p> <p>Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Instructional Resources</p> | <p>Informal Assessment<br/>:Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>   | <p>All students and all student groups academically successful as the educational system meets the needs of all.</p>   | <p>Informal Assessment<br/>: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<br/>:STAAR Tests - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>         |
| <p>Activity:</p> <p>TEKS Resource Management System - The Hardin Elementary curriculum for grades PK – 5 utilizes the TEKS Resource Management System. The curriculum is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments.</p> <p>Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>   | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Instructional Resources</p> | <p>Informal Assessment<br/>:Classroom Assessments - - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p> | <p>All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and State student performance standards that all students are expected to meet.</p> | <p>Informal Assessment<br/>: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<br/>:STAAR Tests - - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests.</p> |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>Foundation Assessments - Through the activities of the CEIC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin Elementary.</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 | Principal - Ronald Scott     | Local Funds - Assessment Instruments | <p>Informal Assessment<br/>:Classroom Assessments - - 12/20: 80% of PK students will master appropriate developmental skills, as indicated by teacher records.</p> <p>Informal Assessment<br/>:Classroom Assessments - - 12/20: 80% of students will receive passing six week grades in core subject areas.</p> | Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily. | <p>Informal Assessment<br/>:Classroom Assessments - - 05/21: 90% of PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment<br/>:Classroom Assessments - - 05/21: 90% of students will be reading at, or above grade level.</p> <p>Criterion-Referenced Test<br/>:STAAR Tests - - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests.</p> |



| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>   |
| criteria are those scoring below grade level.<br><br>Activity:<br>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 | Principal - Ronald Scott     | Local Funds - Time Contributions of Faculty and Staff<br><br>Local Funds - Eduphoria Services | Informal Assessment<br>: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.<br><br>All targeted student groups show improvement on STAAR tests.<br><br>Increased student achievement. | Informal Assessment<br>:Classroom Assessments - - 05/21: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.<br><br>Criterion-Referenced Test<br>:STAAR Tests - - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>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 disadvantage, 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> | 8/2020 - 5/2021 | PK Teacher - Holli Lazard<br>PK Teacher - Melissa Flores<br>PK Teacher - Jennifer Bell | Local Funds - Time<br>Contributions of PK Teachers<br>FTE:        3.00<br><br>Federal - Title I, Part A - Time<br>Contributions of PK Aides<br>FTE:        4.00<br><br><p style="text-align: right;"><b>\$66,234.54</b></p> State - Early Education<br>Allotment - Early Education<br>Allotment<br><br><p style="text-align: right;"><b>\$149,688.00</b></p> | Informal Assessment<br>:Classroom Assessments - 12/20: 80% of PK students will master appropriate developmental skills, as indicated by teacher records. | Students with prerequisite early school readiness skills for success in Kindergarten.<br><br>Decrease in number of students identified as being in an at-risk situation as students gain prerequisite developmental skills for entrance into Kindergarten. | Informal Assessment<br>:Classroom Assessments - 05/21: 90% of PK students will master the State's Prekindergarten goals. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hardin Elementary.<br><br>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and parent meetings.<br><br>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.<br><br>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. | 8/2020 - 5/2021 | PK Teacher - Holli Lazard<br>PK Teacher - Melissa Flores<br>PK Teacher - Jennifer Bell | Coordinated Funding - Time Contributions of PK Staff<br>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.<br><br>Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten. | Informal Assessment :Classroom Assessments - - 05/21: 90% of PK students will master the State's Prekindergarten goals. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>Objective(s):  |                 |  |   |                             |   |   |
|--|-----------------|--|---|-----------------------------|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>   | <i>TimeLine</i> | <i>Person(s) Responsible</i>   | <i>Resources / Allocation</i>   | <i>Formative Evaluation</i> | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>   |
| <p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - 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> | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins<br>At-Risk Counselor - Kelli Redd | Coordinated Funding - Time Contributions of Staff<br><br>State - State Compensatory Education (SCE) - District-wide Supplemental Instructional Resources<br><p style="text-align: right;"><b>\$20,000.00</b></p> Federal - Title V, Part B - RLIS - Supplemental Instructional Resources<br><p style="text-align: right;"><b>\$8,561.33</b></p> |                             | Increased academic performance by all students and all student groups.<br><br>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. | Documents :School Records - 05/21: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br><br>Reading Pullout - A Reading Pullout Class is designed to assist students in grades 3 – 5 who need additional assistance in mastering reading concepts.   | 8/2020 - 5/2021 | Reading Specialist -<br>Christine Wells<br>Reading Pullout Teacher -<br>Milvia Boldo<br>Reading Pullout Teacher -<br>Pat Chargoias | Federal - Title I, Part A - Time Contributions of Reading Pullout Teachers<br>FTE:        2.00<br><br><div style="text-align: right;"><b>\$68,892.22</b></div><br>Federal - Title I, Part A - Reading Counts Site License<br><div style="text-align: right;"><b>\$2,800.00</b></div><br>Federal - Title I, Part A - Summer Reading<br><div style="text-align: right;"><b>\$30,000.00</b></div><br>State - State Compensatory Education (SCE) - STAAR Master Reading<br><div style="text-align: right;"><b>\$1,300.00</b></div> | Informal Assessment<br>:Classroom Assessments - -<br>12/20: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Reading Test - - 05/21: 40% of students in grades 3 – 5 will pass the STAAR Reading tests.   |
| Activity:<br><br>Enrichment Program - Students in grades 3 - 5 who need additional assistance in mastering reading and math concepts will be provided additional instruction during the school day through an Enrichment Program.                   | 8/2020 - 5/2021 | Principal - Ronald Scott   | State - State Compensatory Education (SCE) - Time Contributions of Enrichment Teachers<br>FTE:        2.18<br><br><div style="text-align: right;"><b>\$111,010.50</b></div><br>State - State Compensatory Education (SCE) - STAAR Prep Resources<br><div style="text-align: right;"><b>\$20,000.00</b></div>   | Informal Assessment<br>:Classroom Assessments - -<br>12/20: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/21: 40% of students in grades 3 – 5 will pass the STAAR Reading tests.<br><br>41% of students in grades 3 – 5 will pass the STAAR Math tests. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br><br>Intervention Program - Students in grades PK - 5 who are experiencing difficulty in core subject areas will be provided additional, supplemental assistance.   | 8/2020 - 5/2021 | Principal - Ronald Scott<br><br>Instructional Reading Coach - Hayli Barrier<br>Instructional Math Coach - Niki West<br>Interventionist - Hannah Vanya | State - State Compensatory Education (SCE) - Time Contributions of Interventionist<br>FTE:            1.00<br><br><div style="text-align: right;"><b>\$64,377.50</b></div><br>State - State Compensatory Education (SCE) - Time Contributions of Instructional Coaches<br>FTE:            2.00<br><br><div style="text-align: right;"><b>\$107,238.70</b></div><br>State - State Compensatory Education (SCE) - Educational Site Licenses<br><br><div style="text-align: right;"><b>\$7,174.75</b></div> | Informal Assessment<br>:Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests. | Increased student achievement | Informal Assessment<br>:Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.<br><br>Criterion-Referenced Test<br>:STAAR Tests - - 05/21: 40% of students in grades 3 - 5 will pass the STAAR Reading tests.<br><br>41% of students in grades 3 - 5 will pass the STAAR Math tests. |

Campus Improvement Plan  
Hardin Elementary School 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):

| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b>        | <b>Person(s) Responsible</b>  | <b>Resources / Allocation</b>  | <b>Formative Evaluation</b>  | <b>Expected Outcome</b>               | <b>Summative Evaluation</b>   |
|---|------------------------|---|--|--|---------------------------------------|---|
| <p>Activity:</p> <p>School Improvement - Hardin Elementary 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.</p> <p>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.</p> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Curriculum Director - Karen Ivy<br/>DCSI Support - Lena Zamazal</p> | <p>Federal - Title I, 1003 – School Improvement - Time Contributions of DCSI Support<br/>FTE: 1.00<br/><b>\$22,012.74</b></p> <p>Federal - Title I, 1003 – School Improvement - Contracted PD Services<br/><b>\$16,800.00</b></p> <p>Federal - Title I, 1003 – School Improvement - Fundamental 5 Software<br/><b>\$4,000.00</b></p> <p>Federal - Title I, 1003 – School Improvement - Renaissance Learning<br/><b>\$20,000.00</b></p> <p>Federal - Title I, 1003 – School Improvement - Technology Resources<br/><b>\$54,187.00</b></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: 40% of students in grades 3 – 5 will pass the STAAR Reading tests.</p> <p>41% of students in grades 3 – 5 will pass the STAAR Math tests.</p> <p>Documents :School Records - - 05/21: Hardin Elementary will receive the State Accountability Rating of C or higher.</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):

| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b>        | <b>Person(s) Responsible</b>  | <b>Resources / Allocation</b>                                   | <b>Formative Evaluation</b>  | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>   |
|---|------------------------|---|---|--|--|---|
| <p>Activity:</p> <p>Special Education Resource and Mainstream Settings - As dictated by their ARD Evaluations, teachers serve special education students in self-contained or departmentalize resource settings and/or mainstream into the general population for instruction. Some students only leave the Special Education Resource Class to participate in Science, Social Studies, Fine Arts and Physical Education, while the ARD Committee admits others into a Special Education class for English Language Arts and/or Math.</p> <p>Mainstreamed students are monitored by the Special Education teachers, and the regular education teacher is given a copy of the IEP.</p> <p>Hardin Elementary ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.</p> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Special Education ELAR Teacher - Chelsea Gunter<br/>Special Education Math Teacher - Noellee Cole<br/>Life Skills Teacher - Mistie Caruso</p> | <p>State and Local Funds - Time Contributions of SPED Staff</p> | <p>Informal Assessment<br/>:Classroom Assessments - - 12/20: 100% of the student's with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p> | <p>Students with disabilities have every opportunity to meet their full educational potential.</p> | <p>Informal Assessment<br/>:Classroom Assessments - - 05/21: 100% of the student's with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.</p> |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>Related Services - Hardin Elementary 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.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services, which are provided through the Southeast Texas Co-Op.</p> <p>Strategy:</p> <p>English as a Second Language (ESL) Program - Hardin Elementary 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.</p> <p>Hardin ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region V Educational Service Center (ESC).</p> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Counselor - Lisa Collins</p> | <p>State and Local Funds - Time Contributions of ARD Committee and Related Services</p>   | <p>Informal Assessment<br/>:Classroom Assessments - - 12/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.</p> | <p>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.</p> | <p>Informal Assessment<br/>:Classroom Assessments - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p> |
| <p>English as a Second Language (ESL) Program - Hardin Elementary 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.</p> <p>Hardin ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region V Educational Service Center (ESC).</p>   | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Counselor - Lisa Collins</p> | <p>State - Bilingual Education Block Grant - Bilingual Education Allotment<br/><b>\$18,431.00</b></p> <p>Federal - Title III, Part A - ELA - Region V SSA<br/><b>\$3,184.00</b></p> | <p>See Activities below.</p>  | <p>Students exiting EL designation by LPAC.</p> <p>Narrowing the achievement gap between EL and non-EL.</p>  | <p>See Activities below.</p>   |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>Objective(s):  |                 |                                  |   |   |   |   |
|--|-----------------|----------------------------------|---|---|---|---|
| <i>Implementation: Reform<br/>Methodologies, Strategies and<br/>Activities</i>   | <i>TimeLine</i> | <i>Person(s)<br/>Responsible</i> | <i>Resources / Allocation</i>                     | <i>Formative Evaluation</i>   | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>   |
| <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 – 5.</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 | Counselor - Lisa Collins         | State and Local Funds -<br>Assessment Instruments | Informal Assessment<br>:Classroom Assessments - -<br>12/20: 80% of students<br>served in the ESL Program<br>have met LPAC expectations<br>based on results of an oral<br>language proficiency test. | Significant increase in EL' oral,<br>verbal and written language<br>proficiency, as assessment<br>results help LPAC determine<br>appropriate ESL placement. | Criterion-Referenced Test<br>:STAAR Reading Test - -<br>05/21: 72% of EL in grades<br>3 – 5 will pass all appropriate<br>grade-level and subject-area<br>STAAR tests. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br><br>Programs and Services for EL - Based on LPAC prescription, EL in grades K - 5 will receive ESL support within the classroom from ELA teachers who are also ESL certified. All teachers in Hardin ISD are ESL certified. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum.<br><br>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins | State and Local Funds - Time Contributions of ESL Teacher | Informal Assessment<br>:Classroom Assessments - - 12/20: ESL students are progressing at the rate set by the LPAC. | Students exiting EL designation by LPAC.<br><br>Narrowing the achievement gap between EL and non-EL. | Criterion-Referenced Test :STAAR Tests - - 05/21: 72% of EL in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>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 – 5 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 – 5: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 5: Meet passing standard on the STAAR Reading test.</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 and records noting academic</p> | 8/2020 - 5/2021 | Principal - Ronald Scott     | State and Local Funds - Time Contributions of ESL Staff and LPAC | Informal Assessment<br>: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. | Increase in number of students eligible to exit the ESL Program. | Criterion-Referenced Test<br>:STAAR Tests - - 05/21: 76% of EL in grades 3 – 5 will pass the appropriate grade-level STAAR Reading tests. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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> |
| 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.<br><br>Strategy:<br>Dyslexia Program - Hardin Elementary will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.<br><br>(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.<br><br>(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. | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins<br>Reading Specialist - Christine Wells | State - Dyslexia Allotment - Dyslexia Allotment<br><p style="text-align: right;"><b>\$21,815.00</b></p> | 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):

| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b>        | <b>Person(s) Responsible</b>    | <b>Resources / Allocation</b>                         | <b>Formative Evaluation</b> | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>   |
|---|------------------------|---------------------------------|---|-----------------------------|--|---|
| <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Hardin Elementary 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>Counselor - Lisa Collins</p> | <p>State and Local Funds - 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 :Counseling Records - - 05/21: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.</p> |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>Programs and Services for Students with Dyslexia and Related Disorders - The Dyslexia program serves students in all grades at Hardin Elementary. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Hardin Elementary's intervention program (Neuhaus) is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>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>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 Counselor.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins<br>Reading Specialist - Christine Wells | State and Local Funds - Time Contributions of Dyslexia Teacher | Informal Assessment :Classroom Assessments - - 12/20: 90% 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 Reading Test - - 05/21: 76% of all students in grades 3 – 5 will pass appropriate grade-level STAAR Reading tests. |



| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>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 | Principal - Ronald Scott<br>Counselor - Lisa Collins | Local Funds - Time<br>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. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>Objective(s):  |                 |  |   |                             |   |                             |
|--|-----------------|--|---|-----------------------------|---|-----------------------------|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>   | <i>TimeLine</i> | <i>Person(s) Responsible</i>                         | <i>Resources / Allocation</i>                           | <i>Formative Evaluation</i> | <i>Expected Outcome</i>   | <i>Summative Evaluation</i> |
| Strategy:<br>Gifted and Talented (G/T) Program - Hardin Elementary 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 | Principal - Ronald Scott<br>Counselor - Lisa Collins | 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.       |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>G/T Assessment - Students in grades 1 - 5 are eligible to participate in the G/T Program of Hardin Elementary. 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:<br/>* 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)</p> | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins | State and Local Funds - Assessment Instruments | Documents :School Records - - 12/20: Students have been identified, nominated and assessed for participation in the G/T Program. | Students who meet the criteria for the G/T Program have been identified. | Documents :School Records - - 05/21: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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>days the campus must send to the 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> <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 G/T students in the regular classroom setting.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott     | State - Gifted and Talented Block Grant - Time<br>Contributions of G/T Staff | Informal Assessment<br>:Classroom Assessments - -<br>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<br>:Classroom Assessments - -<br>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. |

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>Objective(s): |                 |                              |   |  |  |   |
|---|-----------------|------------------------------|---|--|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>  | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i>                               | <i>Formative Evaluation</i>  | <i>Expected Outcome</i>  | <i>Summative Evaluation</i>   |
| Strategy:<br>Ancillary Services - Hardin Elementary 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.        | 8/2020 - 5/2021 | Principal - Ronald Scott     | Coordinated Funding - 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. | Criterion-Referenced Test :STAAR Tests - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br>Counseling Services - The School Counselor's responsibilities include:<br><br>* 1:1 review of STAAR scores with students scoring below district expectations;<br><br>* 1:1 and small group counseling sessions;<br><br>* Focused informal groups - behavior and attendance;<br><br>* Assistance with testing coordination;<br><br>* STAAR presentations and<br><br>* Individual student planning.<br><br>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:<br><br>* Diagnostic/Prescriptive Services;<br><br>* Coordination of Services - Academic and Related Services;<br><br>* Child Find Activities;<br><br>* ARDs;<br><br>* Parent Training;<br><br>* Student Planning and Transition Services and<br><br>* Training Hardin Elementary Foundation Staff on Modifications for Special Education Students. | 8/2020 - 5/2021 | Counselor - Lisa Collins     | State - State Compensatory Education (SCE) - Time Contributions of Counselor<br>FTE:        1.00<br><br><div style="text-align: right;"><b>\$63,794.63</b></div><br>Federal - ESSER - Time Contributions of Counselor<br>FTE:        1.00<br><br><div style="text-align: right;"><b>\$65,000.19</b></div><br>Federal - Title I, Part A - Assessment Resources<br><div style="text-align: right;"><b>\$6,900.00</b></div> | Documents :Counseling Records - - 12/20: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention. | 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. | Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)</b><br><b>[TEC §4.001 (b)(2)(4)]</b><br>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:<br>Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources include:<br><ul style="list-style-type: none"> <li>* Full-scale Library facilities available to students;</li> <li>* Computers with internet access;</li> <li>* Electronic encyclopedias and references; and</li> <li>* Interactive Language Arts, Math, Science and Social Studies Software.</li> </ul>   | 8/2020 - 5/2021 | Library Aide - Haylee Blakeney                            | Local Funds - Time Contributions of Library Aide<br>FTE: 1.00         | Documents :School Records - - 12/20: All Hardin Elementary students have access to the library on a regularly scheduled basis.<br><br>Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.           | The Hardin Elementary 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.  | Documents :School Records - - 05/21: Librarian and teacher records indicate that 100% of the students have participated in Library activities.  |
| Activity:<br>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.<br><br>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. | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Homeless Liaison - Cami Jones | Federal - Title I, Part A - Homeless Resources<br><br><b>\$250.00</b> | 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. | No student will suffer an interruption in his/her education because of homelessness.<br><br>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. | 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. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b>   |                 |  |   |   |  |  |
|---|-----------------|--|---|---|--|--|
| Objective(s):   |                 |  |   |   |  |  |
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>  | <b>TimeLine</b> | <b>Person(s) Responsible</b>   | <b>Resources / Allocation</b>                         | <b>Formative Evaluation</b>   | <b>Expected Outcome</b>  | <b>Summative Evaluation</b>  |
| <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 | Principal - Ronald Scott<br>Assistant Principal - Penny Emerson<br>Assistant Principal - Kenneth Vincent | Local Funds - Awards                                  | <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 Log - 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 Elementary 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 Log - 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 Elementary. 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 | Principal - Ronald Scott   | 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 when these students reach intermediate, junior high, and high school. | Documents :School Records - 05/21: 90% of students will be promoted to the next grade level.   |



Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b><br>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:<br>Credit Recovery Program - Hardin Elementary offers a summer credit recovery program allowing students in grade 5 the opportunity to regain failed credits.<br><br>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR test 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.<br><br>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. | 8/2021 - 7/2021 | Principal - Ronald Scott     | State - State Compensatory Education (SCE) - Time Contributions of Teachers<br><p style="text-align: right;"><b>\$15,474.17</b></p> State - State Compensatory Education (SCE) - Summer Remediation Resources<br><p style="text-align: right;"><b>\$5,000.00</b></p> |                             | Increased student achievement. | Documents :School Records - - 07/21: 95% of students in grade 5 will have regained lost credits. |

| <b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b><br>Objective(s):  |                 |                              |  |   |  |   |
|---|-----------------|------------------------------|--|---|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>  | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i>                                | <i>Formative Evaluation</i>   | <i>Expected Outcome</i>  | <i>Summative Evaluation</i>   |
| Strategy:<br>Extracurricular Activities - Hardin Elementary 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 and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.<br><br>Students in 4th and 5th grade are also eligible for the National Elementary Honor Society.<br><br>Students in 4th grade may participate in the following student clubs:<br>* Nature<br>* Science<br>* Art<br>* Recycling | 8/2020 - 5/2021 | Principal - Ronald Scott     | Local Funds - Time<br>Contributions of Extracurricular Staff | Informal Assessment :Report Card Grades - 12/20:<br>Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) | All students have an opportunity to participate in UIL competitions.<br><br>Students will become more diversified, goal-oriented and well-rounded individuals. | Informal Assessment :Report Card Grades - 05/21:<br>Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) |

**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> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
|  |                 |                              |                               |                             |                         |                             |

| <b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b><br>Objective(s):   |                 |                              |   |                             |   |  |
|--|-----------------|------------------------------|---|-----------------------------|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>   | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i>                                       | <i>Formative Evaluation</i> | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>  |
| Strategy:<br>Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:<br><br>* Education: Acquisition of study skills and choosing appropriate programs and services;<br><br>* Career: Need for positive work habits, career awareness and investigations of opportunities;<br><br>* Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.<br><br>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:<br><br>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.);<br><br>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;<br><br>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;<br><br>4) Source of information on higher education admissions and financial aid; and<br><br>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, | 8/2020 - 5/2021 | Counselor - Lisa Collins     | Coordinated Funding - Time Contributions of Counselors<br>FTE: 2.00 |                             | Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. | Documents :Student Records - 05/21: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful junior high and high school studies. |

| <b>Goal: 4</b> 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)]<br>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>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.</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 - 5      Hardin Elementary will recruit and retain the highest quality employees.

| <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> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
|  |                 |                              |                               |                             |                         |                             |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>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)]</b><br>Objective(s): PK - 5 Hardin Elementary will recruit and retain the highest quality employees.  |                 |                              |   |   |   |   |
|--|-----------------|------------------------------|---|---|---|---|
| <b>Implementation: Reform Methodologies, Strategies and Activities</b>   | <b>TimeLine</b> | <b>Person(s) Responsible</b> | <b>Resources / Allocation</b>   | <b>Formative Evaluation</b>   | <b>Expected Outcome</b>   | <b>Summative Evaluation</b>   |
| Strategy:<br>Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DEIC, Principal and CEIC of Hardin Elementary design and support professional development programs and activities that:<br><br>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;<br><br>* will be intense and sustained;<br><br>* will relate to the TEKS;<br><br>* 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<br><br>* will apply research to meet the learning needs of all students.<br><br>Annual needs assessment results indicate a need for:<br><br>* Training and mentorships for new teachers;<br><br>* Professional development in specialized areas, i.e., teaching EL, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities;<br><br>* Professional development in reaching economically disadvantage students - The Fundamental 5;<br><br>* Professional development in technology;<br><br>* Professional development in curriculum areas such as reading, math and writing - Region IV Math/ELA Training in Guided | 8/2020 - 5/2021 | Principal - Ronald Scott     | Federal - Title I, Part A - Region IV Math/ELA Training<br><b>\$5,000.00</b><br><br>Federal - Title I, Part A - District-wide Contracted ESC PD<br><b>\$5,000.00</b><br><br>Federal - ESSER - PD Resources<br><b>\$5,000.00</b> | Documents :Agenda, Minutes, Sign-In Sheets - 12/20: A professional development program will have been designed that meets the needs of Hardin Elementary. | 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 :PD Records - 05/21: The principal and the CEIC 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)]**  
 Objective(s): PK - 5      Hardin Elementary will recruit and retain the highest quality employees.

| <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> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Reading and Teaching the TEKS;<br><br>* Professional development in effective writing techniques workshop;<br><br>* Training in discipline strategies;<br><br>* Training in accelerated education;<br><br>* Staff development in the interpretation and use of assessment data;<br><br>* Training in effective strategies for dropout prevention and credit recovery; and<br><br>* Training to facilitate transition to remote learning in response to COVID-19. |                 |                              |                               |                             |                         |                             |



| <b>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)]</b><br>Objective(s): PK - 5 Hardin Elementary will recruit and retain the highest quality employees. |                 |                              |  |                             |                                |  |
|---|-----------------|------------------------------|--|-----------------------------|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>  | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i>                | <i>Formative Evaluation</i> | <i>Expected Outcome</i>        | <i>Summative Evaluation</i>  |
| Strategy:<br>Evaluation of Professional Development Program - The Hardin Elementary 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.   | May 2021        | Principal - Ronald Scott     | Local Funds - Time<br>Contributions of Staff |                             | 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.<br><br>Criterion-Referenced Test :STAAR Tests - 05/21: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70%.<br><br>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76%.<br><br>The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40%. |

| <b>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)]</b>  |                 |                              |  |  |                         |  |
|--|-----------------|------------------------------|--|--|-------------------------|--|
| Objective(s): PK - 5      Hardin Elementary will recruit and retain the highest quality employees.   |                 |                              |  |  |                         |  |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>   | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i>                        | <i>Formative Evaluation</i>  | <i>Expected Outcome</i> | <i>Summative Evaluation</i>  |
| <p>Strategy:</p> <p>Recruitment and Retention Initiatives<br/>- The CEIC 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 Elementary has 100% certified faculty in each teaching position, as defined by the state.</p> <p>Human Resources and the CEIC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet state certifications.</p> <p>Professional development opportunities will be provided for maintaining and enhancing highly effective instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott     | Local Funds - Region IV and Region V Membership Fees | Documents :HQ Records - 08/20: 100% certified faculty and staff for the beginning of school. | 100% Certified faculty. | Documents :School Records - 05/21: 100% certified faculty and staff for the current school year. |

| <b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)</b><br><b>[TEC §4.001 (b)(10)]</b><br>Objective(s): PK - 5 Hardin Elementary will use effective technology to enhance and support 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>  |
| <p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin Elementary reviews the following areas:</p> <ul style="list-style-type: none"> <li>- the amount, quality and availability of equipment,</li> <li>- the types of computer systems available,</li> <li>- how current the hardware and software systems being used are,</li> <li>- any barriers that exist that are preventing the effective use of technology and</li> <li>- technology professional development opportunities.</li> </ul> <p>Hardin Elementary 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 campus 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> | August 2020     | Principal - Ronald Scott<br>Director of Technology - Todd English<br>Technology Teacher - Beth Rosin | Local Funds - Time<br>Contributions of Technology Director |                             | The educational system of Hardin Elementary 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. | 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. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

| <b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)</b><br><b>[TEC §4.001 (b)(10)]</b><br>Objective(s): PK - 5 Hardin Elementary will use effective technology to enhance and support 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>   |
| Strategy:<br>Technology Integrated Curriculum (SWP CIP) - Hardin Elementary classroom teachers are using technology as an alternative instructional tool. Activities include:<br><br>1) Using instructional software programs such as Apex Learning, IXL, Waterford, and Discovery Ed support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.<br><br>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.<br><br>3) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.<br><br>4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements.<br><br>5) 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.<br><br>Hardin Elementary will provide technology resources for 1:1 student access and Chromebook carts will be available for students to use during school. The campus will also provide technology in common area such as the gym, cafeteria, and | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Director of Technology - Todd English<br>Technology Teacher - Beth Rosin | Federal - Title I, Part A - District-wide Technology Resources<br><p style="text-align: right;"><b>\$36,193.00</b></p> Federal - Title I, Part A - District-wide Discovery Ed Site Licenses<br><p style="text-align: right;"><b>\$1,801.80</b></p> Federal - Title I, Part A - Educational Site Licenses<br><p style="text-align: right;"><b>\$51,605.50</b></p> Federal - Title II, Part A - District-wide Technology Resources<br><p style="text-align: right;"><b>\$14,721.00</b></p> State - State Compensatory Education (SCE) - District-wide Educational Site Licenses<br><p style="text-align: right;"><b>\$20,245.00</b></p> Federal - ESSER - District-wide Technology Resources<br><p style="text-align: right;"><b>\$120,062.00</b></p> | Documents :Teacher Lesson Plans - 12/20: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week. | Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.<br><br>Special Populations students, like Special Education and G/T students, benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.<br><br>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.<br><br>Criterion-Referenced Test :STAAR Tests - 05/21: 76% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |



**Goal: 7**     **Hardin Elementary 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 - 5     Hardin Elementary will create a culture that supports staff and student learning and safety.  
                          PK - 5     Hardin Elementary will implement sound discipline practices across campus.

| <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> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
|  |                 |                              |                               |                             |                         |                             |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

**Goal: 7** Hardin Elementary 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 - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
PK - 5 Hardin Elementary will implement sound discipline practices across campus.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i>  | <i>TimeLine</i>        | <i>Person(s) Responsible</i>   | <i>Resources / Allocation</i>   | <i>Formative Evaluation</i>   | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>   |
|---|------------------------|--|---|---|---|---|
| <p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families, and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically, and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent, and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Assistant Principal - Penny Emerson<br/>Assistant Principal - Kenneth Vincent<br/>Counselor - Lisa Collins<br/>Nurse - Kimberlee Citizen</p> | <p>Local Funds - Time<br/>Contributions of Faculty and Staff</p> <p>State - Bilingual Education Block Grant - District-wide Contracted Cleaning and Sanitization Services<br/><b>\$10,000.00</b></p> <p>Federal - ESSER - District-wide Cleaning and Sanitization Supplies<br/><b>\$10,000.00</b></p> | <p>Informal Assessment :Health and Fitness Assessments - 12/20: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p> <p>Documents :Discipline Referrals - 12/20: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p> | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Informal Assessment :Health and Fitness Assessments - 05/21: 90% of all students will meet minimum expectations on health-related and fitness assessments.</p> <p>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> |

| <p><b>Goal: 7</b>      <b>Hardin Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):    PK - 5      Hardin Elementary will create a culture that supports staff and student learning and safety.<br/>                                  PK - 5      Hardin Elementary will implement sound discipline practices across campus.</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>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>   |                 |                              |                               |                             |                         |                             |



Campus Improvement Plan  
Hardin Elementary School 2020-2021

**Goal: 7** Hardin Elementary 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 - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
PK - 5 Hardin Elementary will implement sound discipline practices across campus.

| <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 Elementary 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 Elementary will promote special initiatives and activities that support Safe Schools. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Regularly scheduled fire and tornado drills</li> <li>* Campus Lockdowns</li> <li>* Security Audits</li> <li>* Character Education</li> <li>* Safety Resources in response to COVID-19</li> <li>* Professional Development: <ul style="list-style-type: none"> <li>- Crisis Prevention and Intervention, which provides training on how to safely manage disruptive and assaultive behavior.</li> <li>- Recognizing and reporting sexual abuse and other maltreatment of children.</li> <li>- Classroom management strategies.</li> </ul> </li> </ul> <p>To implement the District's comprehensive safety programs, the District has entered into an</p> | <p>8/2020 - 5/2021</p> | <p>Principal - Ronald Scott<br/>Assistant Principal - Penny Emerson<br/>Assistant Principal - Kenneth Vincent</p> | <p>Federal - Title IV, Part A - Time Contributions of School Resource Officer<br/>FTE: 0.44<br/><b>\$21,411.98</b></p> <p>Federal - Title I, Part A - Time Contributions of SRO<br/>FTE: 0.56<br/><b>\$26,779.55</b></p> <p>State - School Safety Allotment - School Safety Allotment<br/><b>\$13,258.00</b></p> <p>Federal - ESSER - Safety Resources<br/><b>\$5,000.00</b></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> |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

**Goal: 7** Hardin Elementary 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 - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
PK - 5 Hardin Elementary will implement sound discipline practices across campus.

| <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>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> <p>Activity:<br/>Emergency and Security Operations - Hardin Elementary will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus facilities 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 Elementary will make any necessary changes to improve safety and security for their students.</p> | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Assistant Principal - Penny Emerson<br>Assistant Principal - Kenneth Vincent | Local Funds - Time Contributions of Faculty and Staff<br><br>Local Funds - Security Audit Reports |                             | Hardin Elementary 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 designed and implemented. |

Campus Improvement Plan  
Hardin Elementary School 2020-2021

**Goal: 7** Hardin Elementary 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 - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
PK - 5 Hardin Elementary will implement sound discipline practices across campus.

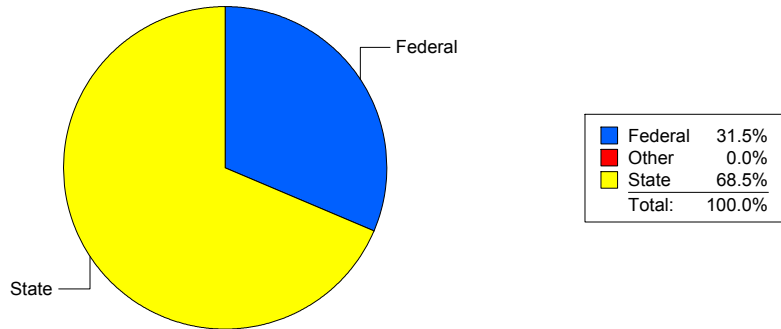
| <i>Implementation: Reform Methodologies, Strategies and Activities</i>   | <i>TimeLine</i> | <i>Person(s) Responsible</i>                         | <i>Resources / Allocation</i>                         | <i>Formative Evaluation</i>   | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>   |
|--|-----------------|--|---|---|---|---|
| <p>Activity:<br/>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>Students who have violated the district code of conduct will be placed in DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Liberty ISD.</p>   | 8/2020 - 5/2021 | Principal - Ronald Scott                             | Local Funds - Code of Conduct Policy                  | 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.<br><br>Dropout rate remains at 0%.     | Documents :School Records - - 05/21: Fewer incidences of illegal and/or disorderly activities.<br><br>Documents :School Records - - 05/21: 75% reductions in infractions of the Student Code of Conduct, as reflected on the Principal's records. |
| <p>Activity:<br/>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin Elementary 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 Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week</li> <li>* Student Assemblies to enhance Drug/Alcohol Awareness</li> </ul> | 8/2020 - 5/2021 | Principal - Ronald Scott<br>Counselor - Lisa Collins | Local Funds - Time Contributions of Faculty and Staff | 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.<br><br>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. | A drug-free student body, faculty and staff.<br><br>Reduction in PEIMS 425 Incidents. | 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.  |

**Goal: 7** Hardin Elementary 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 - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
PK - 5 Hardin Elementary will implement sound discipline practices across campus.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i>  | <i>TimeLine</i>        | <i>Person(s) Responsible</i>                                       | <i>Resources / Allocation</i>   | <i>Formative Evaluation</i>   | <i>Expected Outcome</i>   | <i>Summative Evaluation</i>   |
|---|------------------------|--|---|---|---|---|
| <p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development;</li> <li>* Good Character;</li> <li>* Emotion Managements;</li> <li>* Motivation to Achieve;</li> <li>* Decision-making, Goal Setting, Planning and Problem-Solving;</li> <li>* Interpersonal Effectiveness;</li> <li>* Communication Skills and</li> <li>* Responsible Behavior.</li> </ul> <p>The campus 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"> <li>* Academic concerns;</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness;</li> <li>* Dropout prevention;</li> <li>* Physical, sexual or emotional abuse;</li> <li>* Coping with stress;</li> <li>* Discipline management;</li> <li>* Health and wellness;</li> <li>* Drug and Alcohol abuse prevention;</li> <li>* Bullying;</li> <li>* Suicide prevention;</li> <li>* Conflict resolution;</li> <li>* Violence prevention;</li> <li>* Parent education;</li> <li>* Teacher/Administrator consultation;</li> <li>* Staff development and</li> <li>* School improvement planning for special populations students.</li> </ul> | <p>8/2020 - 5/2021</p> | <p>Counselor - Lisa Collins<br/>At-Risk Counselor - Kelli Redd</p> | <p>Coordinated Funding - Time Contributions of Counselors<br/>FTE: 2.00</p> | <p>Documents :Agenda, Minutes, Sign-In Sheets - 12/20:<br/>Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p> | <p>All students get along with their peers 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> |

# Funding Values By Program



Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

### Funding Values By Program

|  | <u>FTE</u> | <u>DollarValue</u> |
|--|------------|--------------------|
| <b>Federal</b>                                   |            |                    |
| <b>ESSER</b>                                     |            |                    |
| PD Resources                                     | 0.00       | \$5000.00          |
| District-wide Technology Resources               | 0.00       | \$120062.00        |
| Safety Resources                                 | 0.00       | \$5000.00          |
| District-wide Cleaning and Sanitization Supplies | 0.00       | \$10000.00         |
| SECCA, Inc Consulting Services                   | 0.00       | \$6027.00          |
| Time Contributions of Counselor                  | 1.00       | \$65000.19         |
| <b>Title I, 1003 – School Improvement</b>        |            |                    |
| SECCA, Inc Consulting Services                   | 0.00       | \$3000.00          |
| Contracted PD Services                           | 0.00       | \$16800.00         |
| Fundamental 5 Software                           | 0.00       | \$4000.00          |
| Renaissance Learning                             | 0.00       | \$20000.00         |
| Time Contributions of DCSI Support               | 1.00       | \$22012.74         |

Generated on Monday, December 14, 2020 at 3:44:19 PM

Copyright © Attila Software Productions 1996-2020 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Funding Values By Program**

| <b>Federal</b>                                 | <b><u>FTE</u></b> | <b><u>DollarValue</u></b> |
|--|-------------------|---------------------------|
| <b>Title I, 1003 – School Improvement</b>      |                   |                           |
| Technology Resources                           | 0.00              | \$54187.00                |
| <br><b>Title I, Part A</b>                     |                   |                           |
| Time Contributions of SRO                      | 0.56              | \$26779.55                |
| SECCA, Inc Consulting Services                 | 0.00              | \$9624.00                 |
| Assessment Resources                           | 0.00              | \$6900.00                 |
| Time Contributions of Reading Pullout Teachers | 2.00              | \$68892.22                |
| Reading Counts Site License                    | 0.00              | \$2800.00                 |
| Homeless Resources                             | 0.00              | \$250.00                  |
| Summer Reading                                 | 0.00              | \$30000.00                |
| District-wide Discovery Ed Site Licenses       | 0.00              | \$1801.80                 |
| Educational Site Licenses                      | 0.00              | \$51605.50                |
| District-wide Technology Resources             | 0.00              | \$36193.00                |
| Region IV Math/ELA Training                    | 0.00              | \$5000.00                 |
| District-wide Contracted ESC PD                | 0.00              | \$5000.00                 |
| Time Contributions of PK Aides                 | 4.00              | \$66234.54                |
| <br><b>Title II, Part A</b>                    |                   |                           |
| SECCA, Inc Consulting Services                 | 0.00              | \$1578.00                 |
| District-wide Technology Resources             | 0.00              | \$14721.00                |
| <br><b>Title III, Part A - ELA</b>             |                   |                           |
| Region V SSA                                   | 0.00              | \$3184.00                 |
| <br><b>Title IV, Part A</b>                    |                   |                           |
| Time Contributions of School Resource Officer  | 0.44              | \$21411.98                |
| SECCA, Inc Consulting Services                 | 0.00              | \$800.00                  |
| <br><b>Title V, Part B - RLIS</b>              |                   |                           |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Funding Values By Program**

| <b>Federal</b>                          | <b><u>FTE</u></b> | <b><u>DollarValue</u></b>  |
|---|-------------------|----------------------------|
| <b>Title V, Part B - RLIS</b>           |                   |                            |
| SECCA, Inc Consulting Services          | 0.00              | \$800.00                   |
| Supplmental Instructional Resources     | 0.00              | \$8561.33                  |
|   |                   | <u><b>\$693,225.85</b></u> |
| <br>                                    |                   |                            |
| <b>Other</b>                            | <b><u>FTE</u></b> | <b><u>DollarValue</u></b>  |
| <b>Coordinated Funding</b>              |                   |                            |
| Time Contributions of Staff             | 0.00              | \$0.00                     |
| Time Contributions of Counselors        | 2.00              | \$0.00                     |
| Time Contributions of Ancillary Staff   | 0.00              | \$0.00                     |
| Time Contributions of Counselors        | 2.00              | \$0.00                     |
| Time Contributions of PK Staff          | 7.00              | \$0.00                     |
| <br>                                    |                   |                            |
| <b>Local Funds</b>                      |                   |                            |
| Technology Policies                     | 0.00              | \$0.00                     |
| Time Contributions of Faculty and Staff | 0.00              | \$0.00                     |
| Time Contributions of Faculty and Staff | 0.00              | \$0.00                     |
| Time Contributions of Teachers          | 0.00              | \$0.00                     |
| Time Contributions of Staff             | 0.00              | \$0.00                     |
| Assessment Instruments                  | 0.00              | \$0.00                     |
| Time Contributions of Library Aide      | 1.00              | \$0.00                     |
| Time Contributions of Faculty and Staff | 0.00              | \$0.00                     |
| Security Audit Reports                  | 0.00              | \$0.00                     |
| Code of Conduct Policy                  | 0.00              | \$0.00                     |
| Time Contributions of Faculty and Staff | 0.00              | \$0.00                     |
| Time Contributions of Faculty and Staff | 0.00              | \$0.00                     |
| Instructional Resources                 | 0.00              | \$0.00                     |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Funding Values By Program**

| <b>Other</b>   | <b><u>FTE</u></b> | <b><u>DollarValue</u></b> |
|--|-------------------|---------------------------|
| <b>Local Funds</b>                                       |                   |                           |
| Time Contributions of Faculty and Staff                  | 0.00              | \$0.00                    |
| Eduphoria Services                                       | 0.00              | \$0.00                    |
| Awards   | 0.00              | \$0.00                    |
| Time Contributions of Faculty and Staff                  | 0.00              | \$0.00                    |
| Time Contributions of Extracurricular Staff              | 0.00              | \$0.00                    |
| Time Contributions of Staff                              | 0.00              | \$0.00                    |
| Region IV and Region V Membership Fees                   | 0.00              | \$0.00                    |
| Time Contributions of Technology Director                | 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 Staff                              | 0.00              | \$0.00                    |
| Time Contributions of Community 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                    |
| <b>State and Local Funds</b>                             |                   |                           |
| Time Contributions of G/T Staff                          | 0.00              | \$0.00                    |
| Assessment Instruments                                   | 0.00              | \$0.00                    |
| Time Contributions of SPED Staff                         | 0.00              | \$0.00                    |
| Time Contributions of ARD Committee and Related Services | 0.00              | \$0.00                    |
| Assessment Instruments                                   | 0.00              | \$0.00                    |



Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Funding Values By Program**

| <b>Other</b>  | <b><u>FTE</u></b> | <b><u>DollarValue</u></b> |
|---|-------------------|---------------------------|
| <b>State and Local Funds</b>                                |                   |                           |
| Time Contributions of ESL Teacher                           | 0.00              | \$0.00                    |
| Time Contributions of ESL Staff and LPAC                    | 0.00              | \$0.00                    |
| Assessment Instruments                                      | 0.00              | \$0.00                    |
| Time Contributions of Dyslexia Teacher                      | 0.00              | \$0.00                    |
| Assessment Instruments                                      | 0.00              | \$0.00                    |
|   |                   | <b>\$0.00</b>             |
| <br>  |                   |                           |
| <b>State</b>  | <b><u>FTE</u></b> | <b><u>DollarValue</u></b> |
| <b>Bilingual Education</b>                                  |                   |                           |
| <b>Block Grant</b>  |                   |                           |
| District-wide Contracted Cleaning and Sanitization Services | 0.00              | \$10000.00                |
| Bilingual Education Allotment                               | 0.00              | \$18431.00                |
| <br>  |                   |                           |
| <b>Dyslexia Allotment</b>                                   |                   |                           |
| Dyslexia Allotment  | 0.00              | \$21815.00                |
| <br>  |                   |                           |
| <b>Early Education Allotment</b>                            |                   |                           |
| Early Education Allotment                                   | 0.00              | \$149688.00               |
| <br>  |                   |                           |
| <b>Gifted and Talented Block Grant</b>                      |                   |                           |
| Time Contributions of G/T Staff                             | 0.00              | \$0.00                    |
| <br>  |                   |                           |
| <b>School Safety Allotment</b>                              |                   |                           |
| School Safety Allotment                                     | 0.00              | \$13258.00                |
| <br>  |                   |                           |
| <b>Special Education Block Grant</b>                        |                   |                           |
| Special Education Adjusted Allotment                        | 0.00              | \$839135.00               |
| <br>  |                   |                           |
| <b>State Compensatory Education (SCE)</b>                   |                   |                           |
| District-wide Supplemental Instructional Resources          | 0.00              | \$20000.00                |

Campus Improvement Plan  
**Hardin Elementary School 2020-2021**

**Funding Values By Program**

| <b>State</b>                                | <u>FTE</u> | <u>DollarValue</u>           |
|---|------------|------------------------------|
| <b>State Compensatory Education (SCE)</b>   |            |                              |
| District-wide Educational Site Licenses     | 0.00       | \$20245.00                   |
| Time Contributions of Instructional Coaches | 2.00       | \$107238.70                  |
| Time Contributions of Enrichment Teachers   | 2.18       | \$111010.50                  |
| STAAR Prep Resources                        | 0.00       | \$20000.00                   |
| Educational Site Licenses                   | 0.00       | \$7174.75                    |
| STAAR Master Reading                        | 0.00       | \$1300.00                    |
| Time Contributions of Teachers              | 0.00       | \$15474.17                   |
| Summer Remediation Resources                | 0.00       | \$5000.00                    |
| Time Contributions of Interventionist       | 1.00       | \$64377.50                   |
| Time Contributions of Counselor             | 1.00       | \$63794.63                   |
| SECCA, Inc Consulting Services              | 0.00       | \$18161.00                   |
|   |            | <u><b>\$1,506,103.25</b></u> |
| <b>Grand Total:</b>                         |            | <b>\$2,199,329.10</b>        |

# 2019-20 Texas Academic Performance Report

District Name: **HARDIN ISD**

Campus Name: **HARDIN EL**

Campus Number: **146904102**

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

This page is intentionally blank.

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus 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 | District | Campus | 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) |      |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|------|
| <b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b> |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| <b>Grade 3 Reading</b>   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| At Approaches Grade Level or Above   | 2019  | 76%      | 57%    | <b>57%</b>       | *        | 63%   | 57%             | *     | -                | -                 | *                    | 25%                 | *                     | 61%                       | 48%         | 51%                      | *    |
|  | 2018  | 77%      | 65%    | <b>65%</b>       | 33%      | 65%   | 68%             | *     | -                | -                 | *                    | 25%                 | *                     | 60%                       | 78%         | 61%                      | 50%  |
| At Meets Grade Level or Above  | 2019  | 45%      | 24%    | <b>24%</b>       | *        | 38%   | 23%             | *     | -                | -                 | *                    | 8%                  | *                     | 26%                       | 19%         | 22%                      | *    |
|  | 2018  | 43%      | 24%    | <b>24%</b>       | 0%       | 12%   | 26%             | *     | -                | -                 | *                    | 25%                 | *                     | 24%                       | 22%         | 21%                      | 17%  |
| At Masters Grade Level   | 2019  | 27%      | 9%     | <b>9%</b>        | *        | 25%   | 7%              | *     | -                | -                 | *                    | 0%                  | *                     | 8%                        | 11%         | 8%                       | *    |
|  | 2018  | 25%      | 6%     | <b>6%</b>        | 0%       | 0%    | 8%              | *     | -                | -                 | *                    | 0%                  | *                     | 8%                        | 3%          | 1%                       | 0%   |
| <b>Grade 3 Mathematics</b>   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| At Approaches Grade Level or Above   | 2019  | 79%      | 68%    | <b>68%</b>       | *        | 75%   | 68%             | *     | -                | -                 | *                    | 25%                 | *                     | 72%                       | 56%         | 61%                      | *    |
|  | 2018  | 78%      | 56%    | <b>56%</b>       | 50%      | 47%   | 59%             | *     | -                | -                 | *                    | 13%                 | *                     | 53%                       | 64%         | 48%                      | 50%  |
| At Meets Grade Level or Above  | 2019  | 49%      | 30%    | <b>30%</b>       | *        | 63%   | 28%             | *     | -                | -                 | *                    | 8%                  | *                     | 32%                       | 26%         | 27%                      | *    |
|  | 2018  | 47%      | 19%    | <b>19%</b>       | 0%       | 12%   | 22%             | *     | -                | -                 | *                    | 13%                 | *                     | 17%                       | 25%         | 12%                      | 0%   |
| At Masters Grade Level   | 2019  | 25%      | 8%     | <b>8%</b>        | *        | 25%   | 6%              | *     | -                | -                 | *                    | 0%                  | *                     | 9%                        | 4%          | 7%                       | *    |
|  | 2018  | 23%      | 6%     | <b>6%</b>        | 0%       | 0%    | 6%              | *     | -                | -                 | *                    | 0%                  | *                     | 5%                        | 8%          | 3%                       | 0%   |
| <b>Grade 4 Reading</b>   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| At Approaches Grade Level or Above   | 2019  | 75%      | 58%    | <b>58%</b>       | 40%      | 50%   | 61%             | *     | -                | -                 | *                    | 33%                 | *                     | 53%                       | 68%         | 50%                      | 33%  |
|  | 2018  | 73%      | 68%    | <b>68%</b>       | *        | 50%   | 71%             | *     | -                | -                 | 71%                  | 29%                 | *                     | 77%                       | 53%         | 61%                      | 20%  |
| At Meets Grade Level or Above  | 2019  | 44%      | 26%    | <b>26%</b>       | 0%       | 22%   | 28%             | *     | -                | -                 | *                    | 17%                 | *                     | 24%                       | 30%         | 17%                      | 0%   |
|  | 2018  | 46%      | 46%    | <b>46%</b>       | *        | 43%   | 48%             | *     | -                | -                 | 43%                  | 14%                 | *                     | 58%                       | 27%         | 38%                      | 20%  |
| At Masters Grade Level   | 2019  | 22%      | 12%    | <b>12%</b>       | 0%       | 11%   | 13%             | *     | -                | -                 | *                    | 0%                  | *                     | 13%                       | 11%         | 4%                       | 0%   |
|  | 2018  | 24%      | 18%    | <b>18%</b>       | *        | 14%   | 18%             | *     | -                | -                 | 29%                  | 0%                  | *                     | 21%                       | 13%         | 14%                      | 0%   |
| <b>Grade 4 Mathematics</b>   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| At Approaches Grade Level or Above   | 2019  | 75%      | 61%    | <b>61%</b>       | 40%      | 67%   | 61%             | *     | -                | -                 | *                    | 17%                 | *                     | 56%                       | 70%         | 58%                      | 83%  |
|  | 2018  | 78%      | 79%    | <b>79%</b>       | *        | 86%   | 81%             | *     | -                | -                 | 71%                  | 43%                 | *                     | 86%                       | 67%         | 73%                      | 100% |
| At Meets Grade Level or Above  | 2019  | 48%      | 30%    | <b>30%</b>       | 20%      | 22%   | 31%             | *     | -                | -                 | *                    | 17%                 | *                     | 29%                       | 32%         | 24%                      | 17%  |
|  | 2018  | 49%      | 47%    | <b>47%</b>       | *        | 57%   | 48%             | *     | -                | -                 | 43%                  | 14%                 | *                     | 52%                       | 40%         | 38%                      | 80%  |
| At Masters Grade Level   | 2019  | 28%      | 12%    | <b>12%</b>       | 0%       | 6%    | 14%             | *     | -                | -                 | *                    | 0%                  | *                     | 11%                       | 14%         | 6%                       | 0%   |
|  | 2018  | 27%      | 19%    | <b>19%</b>       | *        | 7%    | 22%             | *     | -                | -                 | 14%                  | 0%                  | *                     | 22%                       | 13%         | 9%                       | 0%   |
| <b>Grade 4 Writing</b>   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |      |
| At Approaches Grade Level or Above   | 2019  | 67%      | 57%    | <b>57%</b>       | 40%      | 56%   | 59%             | *     | -                | -                 | *                    | 17%                 | *                     | 51%                       | 68%         | 52%                      | 33%  |
|  | 2018  | 63%      | 55%    | <b>55%</b>       | *        | 64%   | 56%             | *     | -                | -                 | 43%                  | 29%                 | *                     | 62%                       | 44%         | 47%                      | 60%  |
| At Meets Grade Level or Above  | 2019  | 35%      | 25%    | <b>25%</b>       | 0%       | 28%   | 26%             | *     | -                | -                 | *                    | 17%                 | *                     | 26%                       | 25%         | 21%                      | 0%   |
|  | 2018  | 39%      | 24%    | <b>24%</b>       | *        | 14%   | 25%             | *     | -                | -                 | 29%                  | 14%                 | *                     | 26%                       | 20%         | 19%                      | 20%  |
| At Masters Grade Level   | 2019  | 11%      | 6%     | <b>6%</b>        | 0%       | 11%   | 6%              | *     | -                | -                 | *                    | 0%                  | *                     | 7%                        | 5%          | 7%                       | 0%   |
|  | 2018  | 11%      | 1%     | <b>1%</b>        | *        | 0%    | 1%              | *     | -                | -                 | 0%                   | 0%                  | *                     | 0%                        | 2%          | 1%                       | 0%   |

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

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

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 | District | Campus     | 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) |
|------------------------------------|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| Grade 5 Reading^                   |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 86%   | 76%      | <b>76%</b> | *                | 64%      | 80%   | *               | -     | -                | 50%               | 50%                  | *                   | 82%                   | 63%                       | 67%         | *                        |
|                                    | 2018 | 84%   | 64%      | <b>64%</b> | 50%              | 44%      | 70%   | *               | -     | -                | 40%               | 17%                  | *                   | 65%                   | 63%                       | 53%         | *                        |
| At Meets Grade Level or Above      | 2019 | 54%   | 36%      | <b>36%</b> | *                | 18%      | 40%   | *               | -     | -                | 25%               | 13%                  | *                   | 41%                   | 25%                       | 32%         | *                        |
|                                    | 2018 | 54%   | 34%      | <b>34%</b> | 33%              | 31%      | 36%   | *               | -     | -                | 20%               | 8%                   | *                   | 35%                   | 31%                       | 26%         | *                        |
| At Masters Grade Level             | 2019 | 29%   | 21%      | <b>21%</b> | *                | 9%       | 23%   | *               | -     | -                | 13%               | 0%                   | *                   | 25%                   | 13%                       | 15%         | *                        |
|                                    | 2018 | 26%   | 13%      | <b>13%</b> | 0%               | 19%      | 13%   | *               | -     | -                | 20%               | 8%                   | *                   | 11%                   | 17%                       | 10%         | *                        |
| Grade 5 Mathematics^               |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 90%   | 76%      | <b>76%</b> | *                | 91%      | 79%   | *               | -     | -                | 50%               | 38%                  | *                   | 85%                   | 56%                       | 75%         | *                        |
|                                    | 2018 | 91%   | 69%      | <b>69%</b> | 67%              | 38%      | 73%   | *               | -     | -                | 80%               | 33%                  | *                   | 70%                   | 66%                       | 57%         | *                        |
| At Meets Grade Level or Above      | 2019 | 58%   | 33%      | <b>33%</b> | *                | 55%      | 34%   | *               | -     | -                | 13%               | 25%                  | *                   | 36%                   | 28%                       | 20%         | *                        |
|                                    | 2018 | 58%   | 24%      | <b>24%</b> | 0%               | 19%      | 26%   | *               | -     | -                | 20%               | 8%                   | *                   | 20%                   | 31%                       | 19%         | *                        |
| At Masters Grade Level             | 2019 | 36%   | 14%      | <b>14%</b> | *                | 18%      | 16%   | *               | -     | -                | 0%                | 13%                  | *                   | 16%                   | 9%                        | 7%          | *                        |
|                                    | 2018 | 30%   | 6%       | <b>6%</b>  | 0%               | 6%       | 6%    | *               | -     | -                | 0%                | 0%                   | *                   | 5%                    | 9%                        | 2%          | *                        |
| Grade 5 Science                    |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 75%   | 64%      | <b>64%</b> | *                | 73%      | 67%   | *               | -     | -                | 38%               | 50%                  | *                   | 73%                   | 45%                       | 52%         | *                        |
|                                    | 2018 | 76%   | 59%      | <b>59%</b> | 67%              | 50%      | 58%   | *               | -     | -                | 80%               | 33%                  | *                   | 59%                   | 57%                       | 49%         | *                        |
| At Meets Grade Level or Above      | 2019 | 49%   | 40%      | <b>40%</b> | *                | 36%      | 43%   | *               | -     | -                | 38%               | 38%                  | *                   | 48%                   | 23%                       | 30%         | *                        |
|                                    | 2018 | 41%   | 15%      | <b>15%</b> | 0%               | 19%      | 15%   | *               | -     | -                | 20%               | 8%                   | *                   | 14%                   | 17%                       | 11%         | *                        |
| At Masters Grade Level             | 2019 | 24%   | 15%      | <b>15%</b> | *                | 0%       | 19%   | *               | -     | -                | 13%               | 0%                   | *                   | 18%                   | 10%                       | 5%          | *                        |
|                                    | 2018 | 17%   | 2%       | <b>2%</b>  | 0%               | 6%       | 2%    | *               | -     | -                | 0%                | 8%                   | *                   | 1%                    | 6%                        | 3%          | *                        |
| All Grades All Subjects            |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 78%   | 72%      | <b>64%</b> | 54%              | 65%      | 66%   | 50%             | -     | -                | 41%               | 32%                  | 38%                 | 66%                   | 61%                       | 58%         | 59%                      |
|                                    | 2018 | 77%   | 70%      | <b>64%</b> | 49%              | 55%      | 67%   | 64%             | -     | -                | 59%               | 27%                  | 50%                 | 66%                   | 61%                       | 56%         | 50%                      |
| At Meets Grade Level or Above      | 2019 | 50%   | 39%      | <b>30%</b> | 7%               | 32%      | 31%   | 38%             | -     | -                | 26%               | 17%                  | 0%                  | 32%                   | 26%                       | 24%         | 26%                      |
|                                    | 2018 | 48%   | 37%      | <b>29%</b> | 8%               | 25%      | 30%   | 18%             | -     | -                | 30%               | 12%                  | 0%                  | 30%                   | 27%                       | 23%         | 25%                      |
| At Masters Grade Level             | 2019 | 24%   | 15%      | <b>12%</b> | 4%               | 12%      | 13%   | 0%              | -     | -                | 12%               | 2%                   | 0%                  | 13%                   | 10%                       | 7%          | 6%                       |
|                                    | 2018 | 22%   | 13%      | <b>9%</b>  | 0%               | 6%       | 9%    | 0%              | -     | -                | 11%               | 3%                   | 0%                  | 9%                    | 9%                        | 5%          | 0%                       |
| All Grades ELA/Reading             |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 75%   | 69%      | <b>64%</b> | 60%              | 57%      | 66%   | *               | -     | -                | 42%               | 35%                  | *                   | 65%                   | 61%                       | 55%         | 42%                      |
|                                    | 2018 | 74%   | 68%      | <b>66%</b> | 40%              | 53%      | 69%   | *               | -     | -                | 50%               | 22%                  | *                   | 66%                   | 64%                       | 58%         | 36%                      |
| At Meets Grade Level or Above      | 2019 | 48%   | 38%      | <b>29%</b> | 10%              | 24%      | 30%   | *               | -     | -                | 25%               | 12%                  | *                   | 30%                   | 25%                       | 23%         | 17%                      |
|                                    | 2018 | 46%   | 40%      | <b>34%</b> | 13%              | 28%      | 36%   | *               | -     | -                | 31%               | 15%                  | *                   | 37%                   | 27%                       | 28%         | 21%                      |
| At Masters Grade Level             | 2019 | 21%   | 15%      | <b>14%</b> | 10%              | 14%      | 14%   | *               | -     | -                | 17%               | 0%                   | *                   | 15%                   | 12%                       | 9%          | 0%                       |
|                                    | 2018 | 19%   | 14%      | <b>12%</b> | 0%               | 11%      | 13%   | *               | -     | -                | 19%               | 4%                   | *                   | 13%                   | 11%                       | 8%          | 0%                       |
| All Grades Mathematics             |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 82%   | 75%      | <b>68%</b> | 50%              | 76%      | 69%   | *               | -     | -                | 50%               | 27%                  | *                   | 71%                   | 62%                       | 64%         | 83%                      |
|                                    | 2018 | 81%   | 74%      | <b>67%</b> | 53%              | 55%      | 70%   | *               | -     | -                | 69%               | 30%                  | *                   | 68%                   | 66%                       | 59%         | 64%                      |
| At Meets Grade Level or Above      | 2019 | 52%   | 39%      | <b>31%</b> | 10%              | 41%      | 31%   | *               | -     | -                | 25%               | 15%                  | *                   | 32%                   | 29%                       | 24%         | 42%                      |

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

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 | District | Campus     | 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) |
|------------------------------------|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| At Masters Grade Level             | 2018 | 50%   | 37%      | <b>29%</b> | 0%               | 28%      | 31%   | *               | -     | -                | 31%               | 11%                  | *                   | 28%                   | 33%                       | 22%         | 36%                      |
|                                    | 2019 | 26%   | 16%      | <b>11%</b> | 0%               | 14%      | 12%   | *               | -     | -                | 8%                | 4%                   | *                   | 12%                   | 10%                       | 6%          | 17%                      |
|                                    | 2018 | 24%   | 13%      | <b>10%</b> | 0%               | 4%       | 11%   | *               | -     | -                | 13%               | 0%                   | *                   | 9%                    | 10%                       | 5%          | 0%                       |
| All Grades Writing                 |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 68%   | 65%      | <b>57%</b> | 40%              | 56%      | 59%   | *               | -     | -                | *                 | 17%                  | *                   | 51%                   | 68%                       | 52%         | 33%                      |
|                                    | 2018 | 66%   | 60%      | <b>55%</b> | *                | 64%      | 56%   | *               | -     | -                | 43%               | 29%                  | *                   | 62%                   | 44%                       | 47%         | 60%                      |
|                                    | 2019 | 38%   | 32%      | <b>25%</b> | 0%               | 28%      | 26%   | *               | -     | -                | *                 | 17%                  | *                   | 26%                   | 25%                       | 21%         | 0%                       |
| At Meets Grade Level or Above      | 2019 | 38%   | 32%      | <b>25%</b> | 0%               | 28%      | 26%   | *               | -     | -                | *                 | 17%                  | *                   | 26%                   | 25%                       | 21%         | 0%                       |
|                                    | 2018 | 41%   | 33%      | <b>24%</b> | *                | 14%      | 25%   | *               | -     | -                | 29%               | 14%                  | *                   | 26%                   | 20%                       | 19%         | 20%                      |
|                                    | 2019 | 14%   | 9%       | <b>6%</b>  | 0%               | 11%      | 6%    | *               | -     | -                | *                 | 0%                   | *                   | 7%                    | 5%                        | 7%          | 0%                       |
| At Masters Grade Level             | 2019 | 14%   | 9%       | <b>6%</b>  | 0%               | 11%      | 6%    | *               | -     | -                | *                 | 0%                   | *                   | 7%                    | 5%                        | 7%          | 0%                       |
|                                    | 2018 | 13%   | 4%       | <b>1%</b>  | *                | 0%       | 1%    | *               | -     | -                | 0%                | 0%                   | *                   | 0%                    | 2%                        | 1%          | 0%                       |
|                                    | 2018 | 13%   | 4%       | <b>1%</b>  | *                | 0%       | 1%    | *               | -     | -                | 0%                | 0%                   | *                   | 0%                    | 2%                        | 1%          | 0%                       |
| All Grades Science                 |      |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| At Approaches Grade Level or Above | 2019 | 81%   | 76%      | <b>64%</b> | *                | 73%      | 67%   | *               | -     | -                | 38%               | 50%                  | *                   | 73%                   | 45%                       | 52%         | *                        |
|                                    | 2018 | 80%   | 72%      | <b>59%</b> | 67%              | 50%      | 58%   | *               | -     | -                | 80%               | 33%                  | *                   | 59%                   | 57%                       | 49%         | *                        |
|                                    | 2019 | 54%   | 42%      | <b>40%</b> | *                | 36%      | 43%   | *               | -     | -                | 38%               | 38%                  | *                   | 48%                   | 23%                       | 30%         | *                        |
| At Meets Grade Level or Above      | 2019 | 54%   | 42%      | <b>40%</b> | *                | 36%      | 43%   | *               | -     | -                | 38%               | 38%                  | *                   | 48%                   | 23%                       | 30%         | *                        |
|                                    | 2018 | 51%   | 32%      | <b>15%</b> | 0%               | 19%      | 15%   | *               | -     | -                | 20%               | 8%                   | *                   | 14%                   | 17%                       | 11%         | *                        |
|                                    | 2019 | 25%   | 15%      | <b>15%</b> | *                | 0%       | 19%   | *               | -     | -                | 13%               | 0%                   | *                   | 18%                   | 10%                       | 5%          | *                        |
| At Masters Grade Level             | 2019 | 25%   | 15%      | <b>15%</b> | *                | 0%       | 19%   | *               | -     | -                | 13%               | 0%                   | *                   | 18%                   | 10%                       | 5%          | *                        |
|                                    | 2018 | 23%   | 11%      | <b>2%</b>  | 0%               | 6%       | 2%    | *               | -     | -                | 0%                | 8%                   | *                   | 1%                    | 6%                        | 3%          | *                        |

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus 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 | District | Campus    | 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) |
|--|------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| <b>School Progress Domain - Academic Growth Score by Grade and Subject</b> |      |       |          |           |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                          |
| Grade 4 ELA/Reading  | 2019 | 61    | 55       | <b>55</b> | 80               | 64       | 52    | *               | -     | -                | *                 | 67                   | *                   | 56                    | 54                        | 48          | 75                       |
|  | 2018 | 63    | 69       | <b>69</b> | *                | 58       | 71    | *               | -     | -                | 71                | 50                   | *                   | 78                    | 53                        | 67          | *                        |
| Grade 4 Mathematics  | 2019 | 65    | 69       | <b>69</b> | 90               | 67       | 67    | *               | -     | -                | *                 | 50                   | *                   | 70                    | 67                        | 72          | 100                      |
|  | 2018 | 65    | 78       | <b>78</b> | *                | 85       | 78    | *               | -     | -                | 64                | 42                   | *                   | 79                    | 77                        | 79          | *                        |
| Grade 5 ELA/Reading  | 2019 | 81    | 70       | <b>70</b> | *                | 68       | 69    | *               | -     | -                | 71                | 63                   | *                   | 64                    | 84                        | 66          | *                        |
|  | 2018 | 80    | 69       | <b>69</b> | 50               | 69       | 73    | *               | -     | -                | 30                | 45                   | *                   | 68                    | 71                        | 72          | *                        |
| Grade 5 Mathematics  | 2019 | 83    | 55       | <b>55</b> | *                | 59       | 53    | *               | -     | -                | 50                | 50                   | *                   | 55                    | 55                        | 59          | *                        |
|  | 2018 | 81    | 52       | <b>52</b> | 58               | 34       | 54    | *               | -     | -                | 40                | 55                   | *                   | 51                    | 53                        | 50          | *                        |
| All Grades Both Subjects   | 2019 | 69    | 67       | <b>62</b> | 84               | 65       | 60    | *               | -     | -                | 64                | 57                   | *                   | 61                    | 64                        | 61          | 85                       |
|  | 2018 | 69    | 69       | <b>67</b> | 50               | 60       | 69    | 83              | -     | -                | 54                | 49                   | *                   | 68                    | 64                        | 67          | 68                       |
| All Grades ELA/Reading   | 2019 | 68    | 64       | <b>62</b> | 75               | 66       | 60    | *               | -     | -                | 67                | 64                   | *                   | 59                    | 66                        | 56          | 85                       |
|  | 2018 | 69    | 69       | <b>69</b> | 38               | 64       | 72    | *               | -     | -                | 54                | 47                   | *                   | 72                    | 61                        | 70          | 71                       |
| All Grades Mathematics   | 2019 | 70    | 69       | <b>63</b> | 94               | 64       | 61    | *               | -     | -                | 61                | 50                   | *                   | 63                    | 62                        | 66          | 85                       |
|  | 2018 | 70    | 69       | <b>65</b> | 63               | 57       | 66    | *               | -     | -                | 54                | 50                   | *                   | 64                    | 66                        | 64          | 64                       |



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus 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 | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>Progress of Prior-Year Non-Proficient Students</b>                 |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| <b>Sum of Grades 4-8</b>  |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Reading   | 2019 | 41%   | 28%      | <b>22%</b> | 33%              | 8%       | 25%   | -               | -     | -                | *                 | 27%        | 18%         | 14%          |
|   | 2018 | 38%   | 34%      | <b>34%</b> | *                | *        | 39%   | *               | -     | -                | *                 | *          | 29%         | *            |
| Mathematics   | 2019 | 45%   | 26%      | <b>22%</b> | 0%               | 33%      | 22%   | *               | -     | -                | *                 | 10%        | 27%         | *            |
|   | 2018 | 47%   | 34%      | <b>38%</b> | *                | *        | 40%   | *               | -     | -                | *                 | *          | 34%         | *            |
| <b>Student Success Initiative</b>                                     |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| <b>Grade 5 Reading</b>  |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Students Meeting Approaches Grade Level on First STAAR Administration |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 78%   | 66%      | <b>66%</b> | *                | 60%      | 71%   | *               | -     | -                | 38%               | 43%        | 53%         | *            |
| Students Requiring Accelerated Instruction                            |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 22%   | 34%      | <b>34%</b> | *                | 40%      | 29%   | *               | -     | -                | 63%               | 57%        | 47%         | *            |
| STAAR Cumulative Met Standard   |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 86%   | 76%      | <b>76%</b> | *                | 60%      | 80%   | *               | -     | -                | 50%               | 43%        | 66%         | *            |
| <b>Grade 5 Mathematics</b>  |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Students Meeting Approaches Grade Level on First STAAR Administration |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 83%   | 67%      | <b>67%</b> | *                | 90%      | 68%   | *               | -     | -                | 50%               | 29%        | 63%         | *            |
| Students Requiring Accelerated Instruction                            |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 17%   | 33%      | <b>33%</b> | *                | 10%      | 32%   | *               | -     | -                | 50%               | 71%        | 37%         | *            |
| STAAR Cumulative Met Standard   |      |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
|   | 2019 | 90%   | 76%      | <b>76%</b> | *                | 90%      | 79%   | *               | -     | -                | 50%               | 29%        | 75%         | *            |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 712  
 Grade Span: EE - 05  
 (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 | District | Campus     | 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 |
|---|------|-------|----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| <b>STAAR Performance Rate by Subject and Performance Level</b>  |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| All Grades All Subjects   |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| At Approaches Grade Level or Above  | 2019 | 78%   | 72%      | <b>64%</b> | -                   | -                   | -                  | -               | -               | 59% | 58%         | 60%          | -               | 59%               | 59%      |
|   | 2018 | 77%   | 70%      | <b>64%</b> | -                   | -                   | -                  | -               | -               | 53% | 53%         | -            | 33%             | 53%               | 50%      |
| At Meets Grade Level or Above   | 2019 | 50%   | 39%      | <b>30%</b> | -                   | -                   | -                  | -               | -               | 26% | 32%         | 20%          | -               | 26%               | 26%      |
|   | 2018 | 48%   | 37%      | <b>29%</b> | -                   | -                   | -                  | -               | -               | 23% | 23%         | -            | 33%             | 23%               | 25%      |
| At Masters Grade Level  | 2019 | 24%   | 15%      | <b>12%</b> | -                   | -                   | -                  | -               | -               | 6%  | 11%         | 0%           | -               | 6%                | 6%       |
|   | 2018 | 22%   | 13%      | <b>9%</b>  | -                   | -                   | -                  | -               | -               | 0%  | 0%          | -            | 0%              | 0%                | 0%       |
| All Grades ELA/Reading  |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| At Approaches Grade Level or Above  | 2019 | 75%   | 69%      | <b>64%</b> | -                   | -                   | -                  | -               | -               | 42% | 43%         | 40%          | -               | 42%               | 42%      |
|   | 2018 | 74%   | 68%      | <b>66%</b> | -                   | -                   | -                  | -               | -               | 42% | 42%         | -            | *               | 42%               | 36%      |
| At Meets Grade Level or Above   | 2019 | 48%   | 38%      | <b>29%</b> | -                   | -                   | -                  | -               | -               | 17% | 29%         | 0%           | -               | 17%               | 17%      |
|   | 2018 | 46%   | 40%      | <b>34%</b> | -                   | -                   | -                  | -               | -               | 25% | 25%         | -            | *               | 25%               | 21%      |
| At Masters Grade Level  | 2019 | 21%   | 15%      | <b>14%</b> | -                   | -                   | -                  | -               | -               | 0%  | 0%          | 0%           | -               | 0%                | 0%       |
|   | 2018 | 19%   | 14%      | <b>12%</b> | -                   | -                   | -                  | -               | -               | 0%  | 0%          | -            | *               | 0%                | 0%       |
| All Grades Mathematics  |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| At Approaches Grade Level or Above  | 2019 | 82%   | 75%      | <b>68%</b> | -                   | -                   | -                  | -               | -               | 83% | 86%         | 80%          | -               | 83%               | 83%      |
|   | 2018 | 81%   | 74%      | <b>67%</b> | -                   | -                   | -                  | -               | -               | 58% | 58%         | -            | *               | 58%               | 64%      |
| At Meets Grade Level or Above   | 2019 | 52%   | 39%      | <b>31%</b> | -                   | -                   | -                  | -               | -               | 42% | 43%         | 40%          | -               | 42%               | 42%      |
|   | 2018 | 50%   | 37%      | <b>29%</b> | -                   | -                   | -                  | -               | -               | 25% | 25%         | -            | *               | 25%               | 36%      |
| At Masters Grade Level  | 2019 | 26%   | 16%      | <b>11%</b> | -                   | -                   | -                  | -               | -               | 17% | 29%         | 0%           | -               | 17%               | 17%      |
|   | 2018 | 24%   | 13%      | <b>10%</b> | -                   | -                   | -                  | -               | -               | 0%  | 0%          | -            | *               | 0%                | 0%       |
| All Grades Writing  |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| At Approaches Grade Level or Above  | 2019 | 68%   | 65%      | <b>57%</b> | -                   | -                   | -                  | -               | -               | 33% | *           | *            | -               | 33%               | 33%      |
|   | 2018 | 66%   | 60%      | <b>55%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | *               | *                 | 60%      |
| At Meets Grade Level or Above   | 2019 | 38%   | 32%      | <b>25%</b> | -                   | -                   | -                  | -               | -               | 0%  | *           | *            | -               | 0%                | 0%       |
|   | 2018 | 41%   | 33%      | <b>24%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | *               | *                 | 20%      |
| At Masters Grade Level  | 2019 | 14%   | 9%       | <b>6%</b>  | -                   | -                   | -                  | -               | -               | 0%  | *           | *            | -               | 0%                | 0%       |
|   | 2018 | 13%   | 4%       | <b>1%</b>  | -                   | -                   | -                  | -               | -               | *   | *           | -            | *               | *                 | 0%       |
| All Grades Science  |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| At Approaches Grade Level or Above  | 2019 | 81%   | 76%      | <b>64%</b> | -                   | -                   | -                  | -               | -               | *   | *           | *            | -               | *                 | *        |
|   | 2018 | 80%   | 72%      | <b>59%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | -               | *                 | *        |
| At Meets Grade Level or Above   | 2019 | 54%   | 42%      | <b>40%</b> | -                   | -                   | -                  | -               | -               | *   | *           | *            | -               | *                 | *        |
|   | 2018 | 51%   | 32%      | <b>15%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | -               | *                 | *        |
| At Masters Grade Level  | 2019 | 25%   | 15%      | <b>15%</b> | -                   | -                   | -                  | -               | -               | *   | *           | *            | -               | *                 | *        |
|   | 2018 | 23%   | 11%      | <b>2%</b>  | -                   | -                   | -                  | -               | -               | *   | *           | -            | -               | *                 | *        |
| <b>School Progress Domain - Academic Growth Score</b>   |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| All Grades Both Subjects  | 2019 | 69%   | 67%      | <b>62%</b> | -                   | -                   | -                  | -               | -               | 85% | 100%        | 70%          | -               | 85%               | 85%      |
|   | 2018 | 69%   | 69%      | <b>67%</b> | -                   | -                   | -                  | -               | -               | 70% | 70%         | -            | *               | 70%               | 68%      |
| All Grades ELA/Reading  | 2019 | 68%   | 64%      | <b>62%</b> | -                   | -                   | -                  | -               | -               | 85% | 100%        | 70%          | -               | 85%               | 85%      |
|   | 2018 | 69%   | 69%      | <b>69%</b> | -                   | -                   | -                  | -               | -               | 80% | 80%         | -            | *               | 80%               | 71%      |
| All Grades Mathematics  | 2019 | 70%   | 69%      | <b>63%</b> | -                   | -                   | -                  | -               | -               | 85% | 100%        | 70%          | -               | 85%               | 85%      |
|   | 2018 | 70%   | 69%      | <b>65%</b> | -                   | -                   | -                  | -               | -               | 60% | 60%         | -            | *               | 60%               | 64%      |
| <b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b> |      |       |          |            |                     |                     |                    |                 |                 |     |             |              |                 |                   |          |
| Reading   | 2019 | 41%   | 28%      | <b>22%</b> | -                   | -                   | -                  | -               | -               | 14% | *           | *            | -               | 14%               | 14%      |
|   | 2018 | 38%   | 34%      | <b>34%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | *               | *                 | *        |
| Mathematics   | 2019 | 45%   | 26%      | <b>22%</b> | -                   | -                   | -                  | -               | -               | *   | *           | *            | -               | *                 | *        |
|   | 2018 | 47%   | 34%      | <b>38%</b> | -                   | -                   | -                  | -               | -               | *   | *           | -            | *               | *                 | *        |

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Participation**

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 Participation section of this year's report is not updated.

|  | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>2019 STAAR Participation (All Grades)</b> |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| <b>All Tests</b>                             |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Assessment Participant                       | 99%   | 99%      | <b>99%</b> | 100%             | 100%     | 99%   | 100%            | -     | -                | 100%              | 100%       | 99%         | 100%         |
| Included in Accountability                   | 94%   | 93%      | <b>93%</b> | 100%             | 90%      | 93%   | 100%            | -     | -                | 94%               | 87%        | 92%         | 85%          |
| Not Included in Accountability               |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Mobile                                       | 4%    | 6%       | <b>6%</b>  | 0%               | 8%       | 6%    | 0%              | -     | -                | 6%                | 13%        | 6%          | 8%           |
| Other Exclusions                             | 1%    | 0%       | <b>0%</b>  | 0%               | 3%       | 0%    | 0%              | -     | -                | 0%                | 0%         | 1%          | 8%           |
| Not Tested                                   | 1%    | 1%       | <b>1%</b>  | 0%               | 0%       | 1%    | 0%              | -     | -                | 0%                | 0%         | 1%          | 0%           |
| Absent                                       | 1%    | 1%       | <b>1%</b>  | 0%               | 0%       | 1%    | 0%              | -     | -                | 0%                | 0%         | 1%          | 0%           |
| Other  | 0%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | 0%              | -     | -                | 0%                | 0%         | 0%          | 0%           |
| <b>2018 STAAR Participation (All Grades)</b> |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| <b>All Tests</b>                             |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Assessment Participant                       | 99%   | 99%      | <b>99%</b> | 100%             | 100%     | 99%   | 100%            | -     | -                | 100%              | 100%       | 99%         | 100%         |
| Included in Accountability                   | 94%   | 93%      | <b>94%</b> | 95%              | 100%     | 94%   | 100%            | -     | -                | 94%               | 100%       | 93%         | 100%         |
| Not Included in Accountability               |       |          |            |                  |          |       |                 |       |                  |                   |            |             |              |
| Mobile                                       | 4%    | 7%       | <b>5%</b>  | 5%               | 0%       | 6%    | 0%              | -     | -                | 6%                | 0%         | 6%          | 0%           |
| Other Exclusions                             | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | 0%              | -     | -                | 0%                | 0%         | 0%          | 0%           |
| Not Tested                                   | 1%    | 1%       | <b>1%</b>  | 0%               | 0%       | 1%    | 0%              | -     | -                | 0%                | 0%         | 1%          | 0%           |
| Absent                                       | 1%    | 0%       | <b>1%</b>  | 0%               | 0%       | 1%    | 0%              | -     | -                | 0%                | 0%         | 1%          | 0%           |
| Other  | 0%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | 0%              | -     | -                | 0%                | 0%         | 0%          | 0%           |

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

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

|  | State | District | Campus       | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>Attendance Rate</b>                             |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 95.4% | 94.3%    | <b>94.6%</b> | 94.5%            | 93.9%    | 94.7% | *               | -     | -                | 94.5%             | 91.8%      | 93.9%       | 94.1%        |
| 2017-18  | 95.4% | 94.2%    | <b>94.4%</b> | 94.2%            | 94.2%    | 94.4% | 96.2%           | *     | -                | 94.8%             | 91.7%      | 93.8%       | 95.5%        |
| <b>Annual Dropout Rate (Gr 7-8)</b>                |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 0.4%  | 0.4%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 0.4%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Annual Dropout Rate (Gr 9-12)</b>               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 1.9%  | 0.3%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 1.9%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>4-Year Longitudinal Rate (Gr 9-12)</b>          |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019                                      |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 90.0% | 98.6%    | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Received TxCHSE                                    | 0.5%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS                                       | 3.7%  | 1.4%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 5.9%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE                               | 90.4% | 98.6%    | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE, and Continuers                  | 94.1% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018                                      |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 90.0% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Received TxCHSE                                    | 0.4%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS                                       | 3.8%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 5.7%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE                               | 90.4% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE, and Continuers                  | 94.3% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>5-Year Extended Longitudinal Rate (Gr 9-12)</b> |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2018                                      |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 92.2% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Received TxCHSE                                    | 0.6%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS                                       | 1.1%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 6.1%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE                               | 92.8% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE, and Continuers                  | 93.9% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2017                                      |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 92.0% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Received TxCHSE                                    | 0.6%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS                                       | 1.1%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 6.3%  | 0.0%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE                               | 92.6% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE, and Continuers                  | 93.7% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>6-Year Extended Longitudinal Rate (Gr 9-12)</b> |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2017                                      |       |          |              |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 92.4% | 100.0%   | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |

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

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

|  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Received TxCHSE  | 0.7%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS   | 0.6%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 6.3%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE   | 93.2% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE,<br>and Continuers                               | 93.7% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Class of 2016</b>   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Graduated  | 92.1% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Received TxCHSE  | 0.8%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Continued HS   | 0.5%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dropped Out  | 6.6%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates and TxCHSE   | 92.9% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates, TxCHSE,<br>and Continuers                               | 93.4% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019  | 90.0% | 98.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018  | 90.0% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>RHSP/DAP Graduates (Longitudinal Rate)</b>                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019  | 73.3% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018  | 68.5% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>FHSP-E Graduates (Longitudinal Rate)</b>                        |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019  | 4.2%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018  | 5.0%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>FHSP-DLA Graduates (Longitudinal Rate)</b>                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019  | 83.5% | 98.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018  | 82.0% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Class of 2019  | 87.6% | 98.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Class of 2018  | 86.8% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>RHSP/DAP Graduates (Annual Rate)</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 32.7% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 37.7% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>FHSP-E Graduates (Annual Rate)</b>                              |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 4.4%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 4.9%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>FHSP-DLA Graduates (Annual Rate)</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 82.1% | 97.1%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 81.5% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>            |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 85.9% | 97.1%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 85.1% | 100.0%   | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Graduation Profile**

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

|  | Campus<br>Count | Campus<br>Percent | District<br>Count | State<br>Count |
|--|-----------------|-------------------|-------------------|----------------|
| <b>Graduates (2018-19 Annual Graduates)</b>                |                 |                   |                   |                |
| Total Graduates  | -               | -                 | 70                | 355,615        |
| By Ethnicity:  |                 |                   |                   |                |
| African American   | -               | -                 | 2                 | 43,953         |
| Hispanic   | -               | -                 | 17                | 180,673        |
| White  | -               | -                 | 49                | 105,577        |
| American Indian  | -               | -                 | 1                 | 1,293          |
| Asian  | -               | -                 | 0                 | 16,564         |
| Pacific Islander   | -               | -                 | 0                 | 537            |
| Two or More Races  | -               | -                 | 1                 | 7,018          |
| By Graduation Type:  |                 |                   |                   |                |
| Minimum H.S. Program                                       | -               | -                 | 0                 | 2,248          |
| Recommended H.S. Program/Distinguished Achievement Program | -               | -                 | 0                 | 1,090          |
| Foundation H.S. Program (No Endorsement)                   | -               | -                 | 2                 | 51,579         |
| Foundation H.S. Program (Endorsement)                      | -               | -                 | 0                 | 15,160         |
| Foundation H.S. Program (DLA)                              | -               | -                 | 68                | 285,538        |
| Special Education Graduates                                | -               | -                 | 4                 | 27,598         |
| Economically Disadvantaged Graduates                       | -               | -                 | 40                | 186,364        |
| LEP Graduates  | -               | -                 | 1                 | 25,189         |
| At-Risk Graduates  | -               | -                 | 46                | 146,432        |

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

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

|  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>College, Career, and Military Ready Graduates (Student Achievement)</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| College, Career, or Military Ready (Annual Graduates)                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 72.9% | 69.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 65.5% | 61.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>College Ready Graduates</b>   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| College Ready (Annual Graduates)   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 53.0% | 34.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 50.0% | 45.2%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| TSI Criteria Graduates (Annual Graduates)                                  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| English Language Arts  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 60.7% | 48.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 58.2% | 63.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Mathematics  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 48.6% | 32.9%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 46.0% | 45.2%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Both Subjects  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 44.2% | 24.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 42.1% | 39.7%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Dual Course Credits (Annual Graduates)                                     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Any Subject  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 23.1% | 15.7%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 20.7% | 16.4%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| AP/IB Met Criteria in Any Subject (Annual Graduates)                       |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Any Subject  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 21.1% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 20.4% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Associate's Degree   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Associate's Degree (Annual Graduates)                                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 1.9%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 1.4%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| OnRamps Course Credits (Annual Graduates)                                  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 2.3%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 1.0%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Career/Military Ready Graduates</b>                                     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Career or Military Ready (Annual Graduates)                                |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 40.4% | 52.1%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 28.7% | 30.8%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Approved Industry-Based Certification (Annual Graduates)                   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 10.7% | 2.9%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 4.8%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates)     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

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

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

|  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2018-19  | 2.3%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 1.7%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)                   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 55.6% | 94.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 38.7% | 50.7%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| U.S. Armed Forces Enlistment (Annual Graduates)  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 5.0%  | 2.9%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 4.3%  | 4.1%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 2.7%  | 2.9%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 2.6%  | 2.7%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Graduates with Level I or Level II Certificate (Annual Graduates)  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 0.6%  | 1.4%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 0.6%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |



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

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

|  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>               |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Reading  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 33.4% | 42.9%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 32.1% | 46.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Mathematics  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 24.7% | 15.7%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 23.7% | 13.7%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Both Subjects  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 18.8% | 14.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 18.1% | 11.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>CTE Coherent Sequence (Annual Graduates)</b>                                  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 59.0% | 97.1%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 58.4% | 98.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| English Language Arts  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 5.1%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 2.0%  | 6.8%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Mathematics  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 7.3%  | 10.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 3.9%  | 11.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Both Subjects  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19  | 2.6%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18  | 0.9%  | 5.5%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>AP/IB Results (Participation) (Grades 11-12)</b>                              |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| All Subjects   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 25.2% | 0.6%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 25.8% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| English Language Arts  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 14.5% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 15.3% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Mathematics  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 7.4%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 7.3%  | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Science  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 10.4% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 10.8% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Social Studies   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 13.9% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 14.5% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| <b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>                  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| All Subjects   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 51.0% | *        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 50.7% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| English Language Arts  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 41.2% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018   | 42.5% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Mathematics  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2019   | 52.2% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |

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

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

|   | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2018 Science                                | 52.8% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2019 Science                                | 40.6% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018 Social Studies                         | 38.0% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2019 Social Studies                         | 46.3% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2018 Social Studies                         | 44.6% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| <b>SAT/ACT Results (Annual Graduates)</b>   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Tested                                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 75.0% | 50.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 74.6% | 63.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| At/Above Criterion for All Examinees        |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 36.1% | 20.0%    | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 37.9% | 34.8%    | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| <b>Average SAT Score (Annual Graduates)</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| All Subjects                                |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 1027  | 995      | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 1036  | 1004     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| English Language Arts and Writing           |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 517   | 505      | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 521   | 506      | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Mathematics                                 |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 510   | 490      | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 515   | 498      | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| <b>Average ACT Score (Annual Graduates)</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| All Subjects                                |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 20.6  | 15.6     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 20.6  | 20.3     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| English Language Arts                       |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 20.3  | 14.7     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 20.3  | 20.8     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Mathematics                                 |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 20.4  | 16.4     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 20.6  | 18.9     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| Science                                     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19                                     | 20.8  | 16.0     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |
| 2017-18                                     | 20.9  | 20.3     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a          |

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

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

|   | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| <b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| Any Subject   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19   | 44.6% | 23.2%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18   | 43.4% | 25.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| English Language Arts   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19   | 17.8% | 4.3%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18   | 17.3% | 5.1%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Mathematics   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19   | 20.4% | 15.5%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18   | 20.7% | 17.8%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Science   |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19   | 21.7% | 15.6%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18   | 21.2% | 12.3%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| Social Studies  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2018-19   | 23.6% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2017-18   | 22.8% | 7.6%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>                           |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2017-18   | 53.4% | 41.1%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2016-17   | 54.6% | 49.4%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| <b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |              |
| 2017-18   | 60.7% | 72.4%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |
| 2016-17   | 59.2% | 43.2%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -            |

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

| Student Information                           | ----- Membership -----      |         |          |           | ----- Enrollment -----      |         |          |           |
|---|-----------------------------|---------|----------|-----------|-----------------------------|---------|----------|-----------|
|   | ----- Campus -----<br>Count | Percent | District | State     | ----- Campus -----<br>Count | Percent | District | State     |
| Total Students                                | 712                         | 100.0%  | 1,400    | 5,479,173 | 712                         | 100.0%  | 1,400    | 5,493,940 |
| Students by Grade:                            |                             |         |          |           |                             |         |          |           |
| Early Childhood Education                     | 3                           | 0.4%    | 0.2%     | 0.3%      | 3                           | 0.4%    | 0.2%     | 0.5%      |
| Pre-Kindergarten                              | 62                          | 8.7%    | 4.4%     | 4.5%      | 62                          | 8.7%    | 4.4%     | 4.5%      |
| Kindergarten                                  | 91                          | 12.8%   | 6.5%     | 7.0%      | 91                          | 12.8%   | 6.5%     | 7.0%      |
| Grade 1                                       | 109                         | 15.3%   | 7.8%     | 7.1%      | 109                         | 15.3%   | 7.8%     | 7.1%      |
| Grade 2                                       | 107                         | 15.0%   | 7.6%     | 7.1%      | 107                         | 15.0%   | 7.6%     | 7.1%      |
| Grade 3                                       | 93                          | 13.1%   | 6.6%     | 7.1%      | 93                          | 13.1%   | 6.6%     | 7.1%      |
| Grade 4                                       | 106                         | 14.9%   | 7.6%     | 7.3%      | 106                         | 14.9%   | 7.6%     | 7.3%      |
| Grade 5                                       | 141                         | 19.8%   | 10.1%    | 7.6%      | 141                         | 19.8%   | 10.1%    | 7.6%      |
| Grade 6                                       | 0                           | 0.0%    | 7.9%     | 7.7%      | 0                           | 0.0%    | 7.9%     | 7.7%      |
| Grade 7                                       | 0                           | 0.0%    | 8.2%     | 7.7%      | 0                           | 0.0%    | 8.2%     | 7.7%      |
| Grade 8                                       | 0                           | 0.0%    | 6.8%     | 7.5%      | 0                           | 0.0%    | 6.8%     | 7.5%      |
| Grade 9                                       | 0                           | 0.0%    | 7.3%     | 8.2%      | 0                           | 0.0%    | 7.3%     | 8.2%      |
| Grade 10                                      | 0                           | 0.0%    | 7.8%     | 7.4%      | 0                           | 0.0%    | 7.8%     | 7.4%      |
| Grade 11                                      | 0                           | 0.0%    | 5.5%     | 6.9%      | 0                           | 0.0%    | 5.5%     | 6.9%      |
| Grade 12                                      | 0                           | 0.0%    | 5.6%     | 6.4%      | 0                           | 0.0%    | 5.6%     | 6.4%      |
| Ethnic Distribution:                          |                             |         |          |           |                             |         |          |           |
| African American                              | 27                          | 3.8%    | 3.4%     | 12.6%     | 27                          | 3.8%    | 3.4%     | 12.6%     |
| Hispanic                                      | 98                          | 13.8%   | 14.5%    | 52.8%     | 98                          | 13.8%   | 14.5%    | 52.8%     |
| White   | 563                         | 79.1%   | 78.4%    | 27.0%     | 563                         | 79.1%   | 78.4%    | 27.0%     |
| American Indian                               | 5                           | 0.7%    | 0.8%     | 0.4%      | 5                           | 0.7%    | 0.8%     | 0.4%      |
| Asian   | 0                           | 0.0%    | 0.1%     | 4.6%      | 0                           | 0.0%    | 0.1%     | 4.6%      |
| Pacific Islander                              | 0                           | 0.0%    | 0.0%     | 0.2%      | 0                           | 0.0%    | 0.0%     | 0.2%      |
| Two or More Races                             | 19                          | 2.7%    | 2.9%     | 2.5%      | 19                          | 2.7%    | 2.9%     | 2.5%      |
| Sex:  |                             |         |          |           |                             |         |          |           |
| Female  | 339                         | 47.6%   | 49.1%    | 48.8%     | 339                         | 47.6%   | 49.1%    | 48.8%     |
| Male  | 373                         | 52.4%   | 50.9%    | 51.2%     | 373                         | 52.4%   | 50.9%    | 51.2%     |
| Economically Disadvantaged                    | 435                         | 61.1%   | 57.3%    | 60.3%     | 435                         | 61.1%   | 57.3%    | 60.2%     |
| Non-Educationally Disadvantaged               | 277                         | 38.9%   | 42.7%    | 39.7%     | 277                         | 38.9%   | 42.7%    | 39.8%     |
| Section 504 Students                          | 20                          | 2.8%    | 5.1%     | 6.9%      | 20                          | 2.8%    | 5.1%     | 6.9%      |
| English Learners (EL)                         | 18                          | 2.5%    | 2.4%     | 20.3%     | 18                          | 2.5%    | 2.4%     | 20.3%     |
| Students w/ Disciplinary Placements (2018-19) | 3                           | 0.4%    | 1.1%     | 1.5%      |                             |         |          |           |
| Students w/ Dyslexia                          | 2                           | 0.3%    | 2.0%     | 4.1%      | 2                           | 0.3%    | 2.0%     | 4.1%      |
| Foster Care                                   | 7                           | 1.0%    | 0.9%     | 0.3%      | 7                           | 1.0%    | 0.9%     | 0.3%      |
| Homeless                                      | 4                           | 0.6%    | 1.7%     | 1.4%      | 4                           | 0.6%    | 1.7%     | 1.4%      |
| Immigrant                                     | 0                           | 0.0%    | 0.0%     | 2.3%      | 0                           | 0.0%    | 0.0%     | 2.3%      |
| Migrant                                       | 0                           | 0.0%    | 0.0%     | 0.3%      | 0                           | 0.0%    | 0.0%     | 0.3%      |
| Title I                                       | 701                         | 98.5%   | 99.1%    | 65.1%     | 701                         | 98.5%   | 99.1%    | 65.1%     |
| Military Connected                            | 2                           | 0.3%    | 0.1%     | 1.9%      | 2                           | 0.3%    | 0.1%     | 1.9%      |
| At-Risk                                       | 310                         | 43.5%   | 52.1%    | 50.6%     | 310                         | 43.5%   | 52.1%    | 50.5%     |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Student Information**

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

| Student Information                                       | ----- Membership ----- |       |          |       | ----- Enrollment ----- |      |          |       |
|---|------------------------|-------|----------|-------|------------------------|------|----------|-------|
|   | ----- Campus -----     |       | District | State | ----- Campus -----     |      | District | State |
| Count   | Percent                | Count |          |       | Percent                |      |          |       |
| Students by Instructional Program:                        |                        |       |          |       |                        |      |          |       |
| Bilingual/ESL Education                                   | 17                     | 2.4%  | 2.4%     | 20.6% | 17                     | 2.4% | 2.4%     | 20.6% |
| Career & Technical Education                              | 0                      | 0.0%  | 26.0%    | 27.6% |                        |      |          |       |
| Career & Technical Education (9-12 grades only)           | 0                      | 0.0%  | 99.2%    | 50.8% | 0                      | -    | 99.2%    | 50.8% |
| Gifted & Talented Education                               | 6                      | 0.8%  | 3.6%     | 8.1%  | 6                      | 0.8% | 3.6%     | 8.1%  |
| Special Education   | 66                     | 9.3%  | 9.1%     | 10.5% | 66                     | 9.3% | 9.1%     | 10.7% |
| Students with Disabilities by Type of Primary Disability: |                        |       |          |       |                        |      |          |       |
| Total Students with Disabilities                          | 66                     |       |          |       |                        |      |          |       |
| By Type of Primary Disability                             |                        |       |          |       |                        |      |          |       |
| Students with Intellectual Disabilities                   | 12                     | 18.2% | 35.4%    | 42.4% |                        |      |          |       |
| Students with Physical Disabilities                       | 30                     | 45.5% | 28.3%    | 21.4% |                        |      |          |       |
| Students with Autism                                      | **                     | **    | **       | 13.8% |                        |      |          |       |
| Students with Behavioral Disabilities                     | **                     | **    | 18.9%    | 20.8% |                        |      |          |       |
| Students with Non-Categorical Early Childhood             | *                      | *     | *        | 1.5%  |                        |      |          |       |
| Mobility (2018-19):                                       |                        |       |          |       |                        |      |          |       |
| Total Mobile Students                                     | 119                    | 18.3% | 16.7%    | 15.3% |                        |      |          |       |
| By Ethnicity:   |                        |       |          |       |                        |      |          |       |
| African American  | 3                      | 0.5%  |          |       |                        |      |          |       |
| Hispanic  | 11                     | 1.7%  |          |       |                        |      |          |       |
| White   | 102                    | 15.7% |          |       |                        |      |          |       |
| American Indian   | 0                      | 0.0%  |          |       |                        |      |          |       |
| Asian   | 0                      | 0.0%  |          |       |                        |      |          |       |
| Pacific Islander  | 0                      | 0.0%  |          |       |                        |      |          |       |
| Two or More Races   | 3                      | 0.5%  |          |       |                        |      |          |       |
| Student Attrition (2018-19):                              |                        |       |          |       |                        |      |          |       |
| Total Student Attrition                                   | 101                    | 16.0% |          |       |                        |      |          |       |

| Student Information       | -----Non-Special Education Rates----- |          |       | -----Special Education Rates----- |          |       |
|---------------------------|---------------------------------------|----------|-------|-----------------------------------|----------|-------|
|                           | Campus                                | District | State | Campus                            | District | State |
| Retention Rates by Grade: |                                       |          |       |                                   |          |       |
| Kindergarten              | 0.0%                                  | 0.0%     | 1.6%  | 0.0%                              | 0.0%     | 5.5%  |
| Grade 1                   | 0.0%                                  | 0.0%     | 2.9%  | 25.0%                             | 25.0%    | 4.9%  |
| Grade 2                   | 1.2%                                  | 1.2%     | 1.6%  | 0.0%                              | 0.0%     | 2.0%  |
| Grade 3                   | 1.0%                                  | 1.0%     | 0.9%  | 0.0%                              | 0.0%     | 0.8%  |
| Grade 4                   | 0.0%                                  | 0.0%     | 0.5%  | 0.0%                              | 0.0%     | 0.4%  |
| Grade 5                   | 0.0%                                  | 0.0%     | 0.4%  | 0.0%                              | 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% |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

| <b>Class Size Information</b>  | <b>Campus</b> | <b>District</b> | <b>State</b> |
|--|---------------|-----------------|--------------|
| Class Size Averages by Grade and Subject<br>(Derived from teacher responsibility records): |               |                 |              |
| Elementary:  |               |                 |              |
| Kindergarten   | 17.8          | 17.8            | 19.0         |
| Grade 1  | 18.3          | 18.3            | 18.9         |
| Grade 2  | 18.0          | 18.0            | 18.8         |
| Grade 3  | 14.9          | 14.9            | 19.0         |
| Grade 4  | 17.3          | 17.3            | 19.2         |
| Grade 5  | 17.4          | 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 Campus Staff Information**

Total Students: 712  
Grade Span: EE - 05  
School Type: Elementary

District Name: HARDIN ISD  
Campus Name: HARDIN EL  
Campus Number: 146904102

| Staff Information                         | ----- Campus ----- |         | District | State    |
|---|--------------------|---------|----------|----------|
|   | Count/Average      | Percent |          |          |
| Total Staff                               | 71.4               | 100.0%  | 100.0%   | 100.0%   |
| Professional Staff:                       | 57.1               | 80.0%   | 58.6%    | 63.7%    |
| Teachers                                  | 51.1               | 71.6%   | 49.9%    | 49.4%    |
| Professional Support                      | 2.0                | 2.8%    | 3.1%     | 10.2%    |
| Campus Administration (School Leadership) | 4.0                | 5.6%    | 4.7%     | 3.0%     |
| Educational Aides:                        | 14.3               | 20.0%   | 11.6%    | 10.6%    |
| Librarians & Counselors (Headcount):      |                    |         |          |          |
| Librarians                                |                    |         |          |          |
| Full-time                                 | 0.0                | n/a     | 0.0      | 4,373.0  |
| Part-time                                 | 0.0                | n/a     | 0.0      | 595.0    |
| Counselors                                |                    |         |          |          |
| Full-time                                 | 1.0                | n/a     | 2.0      | 12,901.0 |
| Part-time                                 | 0.0                | n/a     | 1.0      | 1,103.0  |
| Total Minority Staff:                     | 4.0                | 5.6%    | 14.7%    | 51.1%    |
| Teachers by Ethnicity and Sex:            |                    |         |          |          |
| African American                          | 1.0                | 2.0%    | 3.8%     | 10.8%    |
| Hispanic                                  | 1.0                | 2.0%    | 3.8%     | 28.1%    |
| White                                     | 48.1               | 94.1%   | 91.6%    | 57.7%    |
| American Indian                           | 0.0                | 0.0%    | 0.0%     | 0.3%     |
| Asian                                     | 0.0                | 0.0%    | 0.0%     | 1.8%     |
| Pacific Islander                          | 0.0                | 0.0%    | 0.0%     | 0.2%     |
| Two or More Races                         | 1.0                | 2.0%    | 0.9%     | 1.1%     |
| Males                                     | 2.0                | 3.9%    | 21.6%    | 23.8%    |
| Females                                   | 49.1               | 96.1%   | 78.4%    | 76.2%    |
| Teachers by Highest Degree Held:          |                    |         |          |          |
| No Degree                                 | 2.0                | 3.9%    | 1.9%     | 1.3%     |
| Bachelors                                 | 47.1               | 92.2%   | 87.8%    | 73.4%    |
| Masters                                   | 2.0                | 3.9%    | 10.3%    | 24.5%    |
| Doctorate                                 | 0.0                | 0.0%    | 0.0%     | 0.7%     |
| Teachers by Years of Experience:          |                    |         |          |          |
| Beginning Teachers                        | 4.0                | 7.8%    | 4.7%     | 7.4%     |
| 1-5 Years Experience                      | 16.1               | 31.5%   | 26.9%    | 27.9%    |
| 6-10 Years Experience                     | 6.0                | 11.7%   | 14.1%    | 19.4%    |
| 11-20 Years Experience                    | 22.0               | 43.1%   | 35.6%    | 29.4%    |
| Over 20 Years Experience                  | 3.0                | 5.9%    | 18.8%    | 15.9%    |
| Number of Students per Teacher            | 13.9               | n/a     | 13.1     | 15.1     |

District Name: HARDIN ISD  
 Campus Name: HARDIN EL  
 Campus Number: 146904102

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Staff Information**

Total Students: 712  
 Grade Span: EE - 05  
 School Type: Elementary

| <b>Staff Information</b>   | <b>Campus</b> | <b>District</b> | <b>State</b> |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership:                                     |               |                 |              |
| Average Years Experience of Principals                               | 1.0           | 4.3             | 6.2          |
| Average Years Experience of Principals with District                 | 1.0           | 2.3             | 5.3          |
| Average Years Experience of Assistant Principals                     | 8.5           | 9.0             | 5.3          |
| Average Years Experience of Assistant Principals with District       | 8.5           | 9.0             | 4.7          |
| Average Years Experience of Teachers:                                |               |                 |              |
| Average Years Experience of Teachers:                                | 9.8           | 13.1            | 11.1         |
| Average Years Experience of Teachers with District:                  | 6.2           | 7.4             | 7.2          |
| Average Teacher Salary by Years of Experience (regular duties only): |               |                 |              |
| Beginning Teachers   | \$38,014      | \$40,563        | \$49,868     |
| 1-5 Years Experience   | \$42,982      | \$45,033        | \$52,823     |
| 6-10 Years Experience  | \$44,676      | \$46,902        | \$55,756     |
| 11-20 Years Experience   | \$50,701      | \$51,345        | \$59,308     |
| Over 20 Years Experience   | \$56,994      | \$60,170        | \$65,449     |
| Average Actual Salaries (regular duties only):                       |               |                 |              |
| Teachers   | \$46,939      | \$50,175        | \$57,091     |
| Professional Support   | \$48,713      | \$57,553        | \$67,352     |
| Campus Administration (School Leadership)                            | \$66,447      | \$73,091        | \$82,512     |
| Instructional Staff Percent:   | n/a           | 59.2%           | 64.6%        |
| Contracted Instructional Staff (not incl. above):                    | 0.0           | 0.0             | 6,309.0      |



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

| Program Information                      | ----- Campus ----- |         | District | State |
|--|--------------------|---------|----------|-------|
|  | Count              | Percent |          |       |
| Teachers by Program (population served): |                    |         |          |       |
| Bilingual/ESL Education                  | 0.0                | 0.0%    | 0.1%     | 6.5%  |
| Career & Technical Education             | 0.0                | 0.0%    | 7.2%     | 5.0%  |
| Compensatory Education                   | 5.0                | 9.8%    | 5.6%     | 2.8%  |
| Gifted & Talented Education              | 0.0                | 0.0%    | 0.0%     | 1.9%  |
| Regular Education                        | 42.1               | 82.4%   | 78.1%    | 70.9% |
| Special Education                        | 4.0                | 7.8%    | 6.7%     | 9.3%  |
| Other                                    | 0.0                | 0.0%    | 2.3%     | 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](#)