Holland Independent School District

District Improvement Plan

2024-2025

Accountability Rating: A

Mission Statement

The Holland Independent School District, in partnership with parents and the community, will provide a quality education for all students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

All students feel safe, engaged hourly, respected by everyone, and encouraged to develop to their fullest potential.

Core Beliefs

Holland ISD's core beliefs are:

Decisions should be based on what is best for the student(s).
Caring relationships (teacher/student, teacher/parent, school/community, etc.) are the key to success.
Improvement can always be made.
Servant leadership will help maintain our culture.
Small class sizes positively impact student success.
All children can succeed.
All children should be given opportunities to play sports, belong to organizations, and experience the world.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Holland ISD has undertaken a comprehensive needs assessment, drawing from a variety of data sources to ensure a holistic understanding of our educational landscape. This assessment utilized the 2022-23 Texas Academic Performance Report (TAPR), alongside the 2023-24 State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) data, to evaluate our students' academic performance. We also incorporated the 2023-24 primary reading and math screeners to gauge foundational skills, as well as the 2023-24 College, Career, and Military Readiness (CCMR) local data to assess our students' preparedness for post-secondary success. Furthermore, the 2023-24 Texas English Language Proficiency Assessment System (TELPAS) scores were analyzed to understand the progress of our English language learners.

The TAPR report, which has been included as an addendum, provided critical insights into various performance metrics such as STAAR results, attendance rates, and dropout rates. Additionally, we examined Career and Technical Education (CTE) certification completion rates to evaluate the effectiveness of our vocational programs. Understanding the composition of our school community was also a priority, so we reviewed staff and student demographics to ensure our strategies are inclusive and equitable.

Beyond academic performance, we considered a range of qualitative data to inform our assessment. Reading screeners in the primary grades were analyzed to identify early literacy challenges. We also gathered valuable perspectives through parent and student surveys, which offered insights into the school climate and areas for improvement. Teacher input was solicited to gain a deeper understanding of classroom dynamics and instructional needs. Last year's improvement plans were reviewed to assess the progress made and identify areas that require continued focus. Finally, safety data was examined to ensure that our school environment remains secure and conducive to learning. Through this multifaceted approach, we aim to address the diverse needs of our students and staff effectively.

Demographics

Demographics Summary

Holland ISD serves the town of Holland, Texas, a rural community located in Central Texas between the cities of Waco and Austin. Holland ISD has one elementary school, one middle school, and one 2A high school. Holland ISD high school students who meet specific criteria can be provided with accelerated learning opportunities through our Choices program. According to a 2023 demographic report, Holland ISD will experience growth in the next 5 to 7 years. It is predicted that the elementary campus will approach capacity in 2 years and the middle school and high school campuses will reach capacity in 5 to 7 years.

Student Demographics

In the 2023-24 school year, Holland ISD had an enrollment of approximately 638 students, compared to 634 students in the 2022-23 school year. Below is a breakdown of student data from the 2022-23 school year. This data was taken from the 2022-23 TAPR, which has been included as an addendum to this plan.

Student Enrollment

| Student Information | Membership | | | | Enrollment | | | |
| | District | | State | | District | | State | |
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	634	100.0%	5,504,150	100.0%	634	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	4	0.6%	17,201	0.3%	4	0.6%	25,110	0.5%
Pre-Kindergarten	31	4.9%	243,493	4.4%	31	4.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	31	4.9%	203,294	3.7%	31	4.9%	203,749	3.7%
Kindergarten	44	6.9%	367,180	6.7%	44	6.9%	367,633	6.7%
Grade 1	41	6.5%	399,048	7.2%	41	6.5%	399,419	7.2%
Grade 2	46	7.3%	395,639	7.2%	46	7.3%	395,969	7.2%
Grade 3	46	7.3%	393,583	7.2%	46	7.3%	393,871	7.1%
Grade 4	43	6.8%	393,765	7.2%	43	6.8%	394,020	7.1%
Grade 5	55	8.7%	395,111	7.2%	55	8.7%	395,384	7.2%
Grade 6	46	7.3%	399,341	7.3%	46	7.3%	399,557	7.2%
Grade 7	46	7.3%	409,362	7.4%	46	7.3%	409,566	7.4%
Grade 8	39	6.2%	425,589	7.7%	39	6.2%	425,758	7.7%
Grade 9	46	7.3%	477,875	8.7%	46	7.3%	478,101	8.7%
Grade 10	50	7.9%	436,752	7.9%	50	7.9%	437,002	7.9%
Grade 11	47	7.4%	385,894	7.0%	47	7.4%	386,246	7.0%
Grade 12	50	7.9%	364,317	6.6%	50	7.9%	366,512	6.6%

Ethnicities and Subgroups

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Ethnic Distribution:								
African American	15	2.4%	705,310	12.8%	15	2.4%	706,775	12.8%
Hispanic	170	26.8%	2,915,219	53.0%	170	26.8%	2,921,416	52.9%
White	430	67.8%	1,410,571	25.6%	430	67.8%	1,416,240	25.7%
American Indian	0	0.0%	17,920	0.3%	0	0.0%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	19	3.0%	166,128	3.0%	19	3.0%	166,565	3.0%
Sex:								
Female	300	47.3%	2,688,496	48.8%	300	47.3%	2,693,780	48.8%
Male	334	52.7%	2,815,654	51.2%	334	52.7%	2,824,652	51.2%
Economically Disadvantaged	261	41.2%	3,415,987	62.1%	261	41.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	373	58.8%	2,088,163	37.9%	373	58.8%	2,097,215	38.0%
Section 504 Students	81	12.8%	407,619	7.4%	81	12.8%	407,904	7.4%
EB Students/EL	21	3.3%	1,269,408	23.1%	21	3.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	5	0.7%	87,162	1.5%				
Students w/ Dyslexia	55	8.7%	302,409	5.5%	55	8.7%	302,615	5.5%
Foster Care	1	0.2%	13,415	0.2%	1	0.2%	13,453	0.2%
Homeless	2	0.3%	72,534	1.3%	2	0.3%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	445	70.2%	3,555,650	64.6%	445	70.2%	3,563,890	64.6%
Military Connected	10	1.6%	199,203	3.6%	10	1.6%	199,325	3.6%
At-Risk	204	32.2%	2,935,164	53.3%	204	32.2%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	21	3.3%	1,278,846	23.2%	21	3.3%	1,279,697	23.2%
Career and Technical Education	202	31.9%	1,459,380	26.5%	202	31.9%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	165	85.5%	1,203,083	72.3%	165	85.5%	1,203,363	72.2%
Gifted and Talented Education	45	7.1%	453,585	8.2%	45	7.1%	453,689	8.2%
Special Education	85	13.4%	693,061	12.6%	85	13.4%	702,785	12.7%

Mobility & Attrition

Student Information	Membership District Count	Membership District Percent	Membership State Count	Membership State Percent	Enrollment District Count	Enrollment District Percent	Enrollment State Count	Enrollment State Percent
Mobility (2021-22):								
Total Mobile Students	51	8.3%	893,031	16.8%				
By Ethnicity:								
African American	2	0.3%	176,665	3.3%				
Hispanic	18	2.9%	462,284	8.7%				
White	30	4.9%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	1	0.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	9.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	32	11.5%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	70	13.6%	751,495	18.1%				

CCMR Graduates

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	69.7%	**72.0%**	*	73.3%	69.7%	-	-	-	*	100.0%	61.5%	-
2020-21	65.2%	64.1%	**66.7%**	*	85.7%	61.1%	-	-	-	-	100.0%	75.0%	-

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.3%	**94.9%**	96.2%	95.3%	94.7%	*	-	-	95.6%	94.7%	93.6%	96.5%
2020-21	95.0%	94.1%	**96.0%**	93.7%	95.9%	96.1%	*	-	-	95.2%	96.0%	94.5%	97.1%
Chronic Absenteeism													
2021-22	25.7%	25.8%	**15.1%**	0.0%	16.7%	15.5%	*	-	-	0.0%	12.5%	22.7%	0.0%
2020-21	15.0%	17.8%	**10.1%**	9.1%	7.7%	10.9%	*	-	-	7.1%	7.8%	16.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
2020-21	0.9%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.4%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	50	100.0%	368,686	100.0%
By Ethnicity:				
African American	1	2.0%	45,227	12.3%
Hispanic	15	30.0%	191,125	51.8%
White	33	66.0%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	2.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	1	2.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	2.0%	14,179	3.8%
Foundation H.S. Program (DLA)	48	96.0%	302,917	82.2%

Staff Demographics

Below is the breakdown of staff data at Holland ISD for the 2022-23 school year. This information was extracted from the 2022-23 TAPR, which has been included as an addendum to this plan.

Staff Assignments and Staff Ethnicities

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	123.3	100.0%	763,729.4	100.0%
Professional Staff:	75.0	60.8%	489,326.8	64.1%
Teachers	66.1	53.6%	371,646.7	48.7%
Professional Support	5.1	4.1%	82,878.8	10.9%
Campus Administration (School Leadership)	2.4	1.9%	25,300.5	3.3%
Central Administration	1.5	1.2%	9,500.8	1.2%
Educational Aides:	14.9	12.1%	86,185.9	11.3%
Auxiliary Staff:	33.4	27.1%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	0.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	26.8	21.7%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	44,033.4	11.8%
Hispanic	7.0	10.6%	110,015.9	29.6%
White	58.1	87.9%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	1.0	1.5%	4,531.1	1.2%
Teachers by Sex:				
Males	14.0	21.2%	90,752.5	24.4%
Females	52.1	78.8%	280,894.2	75.6%

Staff Degrees, Years of Experience, and Student-to-Teacher Ratio

Staff Information	----- District ----- Count	Percent	------- State ------- Count	Percent
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	58.7	88.8%	268,238.6	72.2%
Masters	6.4	9.7%	92,878.9	25.0%
Doctorate	1.0	1.5%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	36,179.6	9.7%
1-5 Years Experience	6.0	9.1%	97,667.0	26.3%
6-10 Years Experience	20.0	30.3%	76,209.5	20.5%
11-20 Years Experience	20.1	30.5%	101,173.2	27.2%
21-30 Years Experience	14.0	21.2%	49,550.0	13.3%
Over 30 Years Experience	5.9	8.9%	10,867.4	2.9%
Number of Students per Teacher	9.6	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.0	6.1
Average Years Experience of Principals with District	4.0	5.3
Average Years Experience of Assistant Principals	5.0	5.2
Average Years Experience of Assistant Principals with District	5.0	4.4
Average Years Experience of Teachers:	17.0	11.0
Average Years Experience of Teachers with District:	8.9	6.9

Demographics Strengths

The District continues to attract, hire, and retain teachers and staff. We have been able to start every school year fully staffed with teachers, even through funding challenges, and the majority of our teachers have 11+ years of experience.

Many families move into our area because of the school district. We have supportive parents and students who are committed to success.

All of our students graduated, we had no dropouts, and our discipline and mobility rates were low.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate is 94.9%   **Root Cause:** Chronic absenteeism increased by 5%.

Problem Statement 2 (Prioritized): CCMR graduates from 2021-22 was 72%   **Root Cause:** Limited opportunities for dual credit and students struggle with the TSIA2 test.

Problem Statement 3 (Prioritized): Our teachers and EB parents need more support.   **Root Cause:** Our EB population is growing, especially with students new to the States.

Student Learning

Student Learning Summary

2023-2024 STAAR/EOC scores and state comparisons are below.

Scores below state average	
Scores at or above state average	
Scores at least 10 percent above state average	
Scores at least 20 points above state average	

	2023-2024 STAAR/EOC Scores			
	Did Not Meet	Approaches	Meets	Masters
3rd Grade Reading	**9%**	**91%**	**67%**	**30%**
State Avg	25%	75%	49%	21%
4th Grade Reading	**18%**	**82%**	**70%**	**35%**
State Avg	19%	81%	51%	23%
5th Grade Reading	**12%**	**88%**	**73%**	**47%**
State Avg	22%	78%	54%	29%
6th Grade Reading	**18%**	**82%**	**61%**	**22%**
State Avg	25%	75%	55%	25%
7th Grade Reading	**9%**	**91%**	**71%**	**30%**
State Avg	28%	72%	52%	28%
8th Grade Reading	**13%**	**87%**	**64%**	**28%**
State Avg	21%	79%	54%	28%
English 1	**9%**	**91%**	**78%**	**13%**
State Avg	33%	67%	54%	17%
English 2	**7%**	**93%**	**83%**	**7%**
State Avg	26%	74%	60%	9%
3rd Grade Math	**13%**	**87%**	**53%**	**15%**
State Avg	31%	69%	41%	15%
4th Grade Math	**41%**	**59%**	**30%**	**14%**

	2023-2024 STAAR/EOC Scores			
State Avg	32%	68%	45%	21%
5th Grade Math	**2%**	**98%**	**67%**	**37%**
State Avg	24%	76%	49%	19%
6th Grade Math	**8%**	**92%**	**56%**	**20%**
State Avg	30%	70%	37%	13%
7th Grade Math	**22%**	**78%**	**56%**	**26%**
State Avg	47%	53%	32%	10%
8th Grade Math	**9%**	**91%**	**71%**	**31%**
State Avg	30%	70%	40%	15%
Algebra 1-8th	**0%**	**100%**	**100%**	**91%**
State Avg	21%	79%	45%	25%
Algebra 1-HS	**0%**	**100%**	**69%**	**24%**
State Avg	21%	79%	45%	25%
5th Grade Science	**12%**	**88%**	**61%**	**33%**
State Avg	43%	57%	26%	11%
8th Grade Science	**7%**	**93%**	**81%**	**35%**
State Avg	32%	68%	42%	16%
Biology	**0%**	**100%**	**80%**	**23%**
State Avg	9%	91%	58%	19%
8th Grade Social Studies	**20%**	**80%**	**50%**	**24%**
State Avg	43%	57%	31%	16%
US History	**0%**	**100%**	**82%**	**46%**
State Avg	5%	95%	69%	37%

2021-2022 & 2022-2023 STAAR/EOC Performance - Data taken from the 2022-23 TAPR.

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	75%	**86%**	-	89%	84%	-	-	-	*	56%	*	86%	88%	67%	*
	2022	76%	75%	**93%**	*	78%	97%	-	-	-	*	*	*	94%	89%	88%	*
At Meets Grade Level or Above	2023	50%	47%	**66%**	-	78%	66%	-	-	-	*	22%	*	67%	63%	47%	*
	2022	51%	48%	**65%**	*	44%	71%	-	-	-	*	*	*	65%	67%	56%	*
At Masters Grade Level	2023	20%	16%	**32%**	-	11%	41%	-	-	-	*	0%	*	31%	38%	20%	*
	2022	30%	26%	**35%**	*	44%	32%	-	-	-	*	*	*	35%	33%	19%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	71%	**93%**	-	100%	91%	-	-	-	*	67%	*	94%	88%	93%	*
	2022	71%	69%	**100%**	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2023	45%	41%	**61%**	-	78%	59%	-	-	-	*	22%	*	61%	63%	53%	*
	2022	43%	39%	**65%**	*	67%	68%	-	-	-	*	*	*	68%	56%	38%	*
At Masters Grade Level	2023	19%	16%	**23%**	-	0%	31%	-	-	-	*	0%	*	25%	13%	13%	*
	2022	21%	18%	**40%**	*	44%	39%	-	-	-	*	*	*	44%	22%	31%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**95%**	*	89%	96%	-	-	-	*	*	*	97%	90%	88%	*
	2022	77%	75%	**76%**	*	75%	82%	-	-	-	*	43%	*	74%	80%	59%	-
At Meets Grade Level or Above	2023	48%	44%	**67%**	*	67%	74%	-	-	-	*	*	*	66%	70%	47%	*
	2022	54%	51%	**49%**	*	58%	49%	-	-	-	*	14%	*	54%	40%	26%	-
At Masters Grade Level	2023	22%	17%	**28%**	*	44%	26%	-	-	-	*	*	*	28%	30%	29%	*
	2022	28%	25%	**24%**	*	8%	28%	-	-	-	*	0%	*	17%	35%	19%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	**90%**	*	89%	89%	-	-	-	*	*	*	93%	80%	82%	*
	2022	70%	66%	**64%**	*	67%	67%	-	-	-	*	43%	*	63%	65%	44%	-
At Meets Grade Level or Above	2023	48%	42%	**64%**	*	67%	70%	-	-	-	*	*	*	66%	60%	47%	*
	2022	43%	38%	**36%**	*	42%	36%	-	-	-	*	29%	*	37%	35%	26%	-
At Masters Grade Level	2023	22%	17%	**38%**	*	33%	44%	-	-	-	*	*	*	34%	50%	35%	*
	2022	23%	20%	**13%**	*	0%	18%	-	-	-	*	0%	*	9%	20%	0%	-
Grade 5 Reading																	

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	**83%**	*	71%	91%	-	-	-	*	54%	*	83%	84%	79%	*
	2022	81%	80%	**98%**	-	100%	97%	-	-	-	-	*	-	100%	91%	95%	*
At Meets Grade Level or Above	2023	57%	53%	**70%**	*	71%	74%	-	-	-	*	23%	*	69%	74%	64%	*
	2022	58%	54%	**79%**	-	83%	78%	-	-	-	-	*	-	81%	73%	68%	*
At Masters Grade Level	2023	28%	24%	**37%**	*	14%	46%	-	-	-	*	8%	*	37%	37%	32%	*
	2022	36%	32%	**33%**	-	33%	33%	-	-	-	-	*	-	35%	27%	26%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**91%**	*	86%	97%	-	-	-	*	85%	*	91%	89%	86%	*
	2022	77%	76%	**98%**	-	100%	97%	-	-	-	-	*	-	100%	91%	95%	*
At Meets Grade Level or Above	2023	51%	48%	**65%**	*	64%	71%	-	-	-	*	23%	*	63%	68%	54%	*
	2022	48%	45%	**71%**	-	67%	72%	-	-	-	-	*	-	70%	73%	63%	*
At Masters Grade Level	2023	21%	18%	**28%**	*	21%	34%	-	-	-	*	0%	*	29%	26%	25%	*
	2022	25%	21%	**31%**	-	17%	36%	-	-	-	-	*	-	30%	36%	32%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**89%**	*	79%	97%	-	-	-	*	77%	*	91%	84%	82%	*
	2022	66%	64%	**92%**	-	92%	92%	-	-	-	-	*	-	95%	82%	95%	*
At Meets Grade Level or Above	2023	36%	32%	**65%**	*	43%	80%	-	-	-	*	38%	*	69%	58%	61%	*
	2022	38%	35%	**54%**	-	33%	61%	-	-	-	-	*	-	57%	45%	37%	*
At Masters Grade Level	2023	16%	13%	**24%**	*	14%	29%	-	-	-	*	8%	*	26%	21%	11%	*
	2022	18%	15%	**31%**	-	25%	33%	-	-	-	-	*	-	30%	36%	26%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**87%**	-	91%	86%	-	-	-	-	*	*	86%	90%	86%	-
	2022	70%	69%	**81%**	-	79%	83%	-	-	-	-	50%	-	86%	63%	71%	-
At Meets Grade Level or Above	2023	52%	48%	**59%**	-	55%	60%	-	-	-	-	*	*	58%	60%	57%	-
	2022	43%	40%	**53%**	-	43%	59%	-	-	-	-	13%	-	51%	63%	43%	-
At Masters Grade Level	2023	22%	18%	**24%**	-	27%	23%	-	-	-	-	*	*	22%	30%	7%	-
	2022	23%	20%	**33%**	-	14%	41%	-	-	-	-	0%	-	34%	25%	21%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**98%**	-	100%	97%	-	-	-	-	*	*	100%	90%	100%	-
	2022	73%	74%	**95%**	-	93%	97%	-	-	-	-	75%	-	97%	88%	86%	-

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	36%	**70%**	-	55%	74%	-	-	-	-	*	*	69%	70%	50%	-
	2022	39%	39%	**74%**	-	71%	76%	-	-	-	-	38%	-	74%	75%	57%	-
At Masters Grade Level	2023	16%	13%	**26%**	-	18%	29%	-	-	-	-	*	*	25%	30%	0%	-
	2022	16%	15%	**28%**	-	14%	34%	-	-	-	-	0%	-	29%	25%	21%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	77%	**87%**	-	75%	93%	-	-	-	-	57%	*	89%	80%	85%	-
	2022	80%	78%	**93%**	-	89%	93%	-	-	-	*	83%	-	97%	82%	84%	*
At Meets Grade Level or Above	2023	55%	51%	**67%**	-	56%	73%	-	-	-	-	29%	*	67%	70%	50%	-
	2022	56%	52%	**60%**	-	44%	66%	-	-	-	*	0%	-	65%	45%	42%	*
At Masters Grade Level	2023	27%	23%	**22%**	-	19%	23%	-	-	-	-	0%	*	28%	0%	15%	-
	2022	37%	33%	**50%**	-	44%	55%	-	-	-	*	0%	-	55%	36%	32%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	**89%**	-	81%	93%	-	-	-	-	57%	*	89%	90%	75%	-
	2022	61%	60%	**88%**	-	75%	90%	-	-	-	*	50%	-	91%	80%	89%	*
At Meets Grade Level or Above	2023	37%	36%	**67%**	-	56%	73%	-	-	-	-	43%	*	69%	60%	55%	-
	2022	31%	30%	**30%**	-	38%	29%	-	-	-	*	0%	-	30%	30%	33%	*
At Masters Grade Level	2023	11%	10%	**28%**	-	31%	27%	-	-	-	-	29%	*	31%	20%	20%	-
	2022	13%	12%	**3%**	-	0%	0%	-	-	-	*	0%	-	0%	10%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	**92%**	-	78%	96%	-	-	-	*	60%		92%	92%	86%	*
	2022	83%	82%	**91%**	-	57%	100%	-	-	-	*	*		91%	92%	81%	*
At Meets Grade Level or Above	2023	58%	55%	**62%**	-	44%	71%	-	-	-	*	0%		68%	50%	57%	*
	2022	58%	55%	**71%**	-	57%	78%	-	-	-	*	*		70%	75%	62%	*
At Masters Grade Level	2023	28%	24%	**24%**	-	11%	29%	-	-	-	*	0%		20%	33%	14%	*
	2022	37%	33%	**42%**	-	43%	44%	-	-	-	*	*		36%	58%	24%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	74%	**90%**	-	100%	83%	-	-	-	*	60%	-	95%	80%	100%	*
	2022	71%	68%	**89%**	-	71%	97%	-	-	-	*	*	-	88%	91%	80%	*
At Meets Grade Level or Above	2023	46%	41%	**53%**	-	38%	61%	-	-	-	*	20%	-	55%	50%	46%	*
	2022	40%	34%	**75%**	-	71%	80%	-	-	-	*	*	-	76%	73%	60%	*

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	12%	**20%**	-	25%	17%	-	-	-	*	0%	-	15%	30%	15%	*
	2022	14%	10%	**39%**	-	14%	46%	-	-	-	*	*	-	30%	64%	30%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**92%**	-	100%	88%	-	-	-	*	60%	-	96%	83%	100%	*
	2022	74%	70%	**93%**	-	71%	100%	-	-	-	*	*	-	94%	92%	86%	*
At Meets Grade Level or Above	2023	47%	42%	**62%**	-	67%	67%	-	-	-	*	20%	-	60%	67%	50%	*
	2022	45%	40%	**84%**	-	57%	94%	-	-	-	*	*	-	85%	83%	76%	*
At Masters Grade Level	2023	17%	13%	**27%**	-	22%	29%	-	-	-	*	0%	-	16%	50%	29%	*
	2022	24%	19%	**56%**	-	0%	69%	-	-	-	*	*	-	55%	58%	48%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	56%	**78%**	-	100%	75%	-	-	-	*	40%	-	76%	83%	86%	*
	2022	61%	57%	**82%**	-	57%	89%	-	-	-	*	*	-	79%	92%	71%	*
At Meets Grade Level or Above	2023	33%	27%	**41%**	-	33%	50%	-	-	-	*	0%	-	44%	33%	29%	*
	2022	31%	27%	**44%**	-	29%	50%	-	-	-	*	*	-	45%	42%	29%	*
At Masters Grade Level	2023	16%	12%	**16%**	-	0%	25%	-	-	-	*	0%	-	12%	25%	7%	*
	2022	18%	15%	**31%**	-	0%	39%	-	-	-	*	*	-	30%	33%	24%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**91%**	*	80%	95%	-	-	-	*	57%	*	95%	80%	83%	*
	2022	65%	66%	**77%**	*	86%	76%	-	-	-	*	10%	*	79%	74%	70%	*
At Meets Grade Level or Above	2023	52%	51%	**77%**	*	50%	85%	-	-	-	*	14%	*	89%	47%	67%	*
	2022	47%	47%	**56%**	*	67%	51%	-	-	-	*	0%	*	60%	48%	49%	*
At Masters Grade Level	2023	13%	12%	**28%**	*	10%	36%	-	-	-	*	0%	*	34%	13%	17%	*
	2022	11%	8%	**13%**	*	5%	18%	-	-	-	*	0%	*	17%	4%	5%	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**87%**	*	93%	86%	-	-	-	*	33%	*	95%	62%	89%	*
	2022	72%	73%	**79%**	*	84%	75%	-	-	-	-	36%	*	79%	82%	72%	*
At Meets Grade Level or Above	2023	54%	55%	**78%**	*	79%	81%	-	-	-	*	33%	*	88%	46%	82%	*
	2022	55%	56%	**66%**	*	68%	66%	-	-	-	-	18%	*	67%	64%	50%	*

Holland Independent School District
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	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	**22%**	*	14%	28%	-	-	-	*	0%	*	24%	15%	11%	*
	2022	9%	7%	**6%**	*	0%	9%	-	-	-	-	0%	*	5%	9%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	78%	**100%**	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
	2022	76%	74%	**97%**	*	94%	98%	-	-	-	*	75%	*	95%	100%	93%	*
At Meets Grade Level or Above	2023	43%	40%	**84%**	-	78%	88%	-	-	-	*	*	*	84%	82%	70%	*
	2022	43%	40%	**70%**	*	65%	71%	-	-	-	*	25%	*	71%	67%	66%	*
At Masters Grade Level	2023	23%	19%	**56%**	-	44%	63%	-	-	-	*	*	*	63%	36%	35%	*
	2022	27%	23%	**43%**	*	41%	45%	-	-	-	*	13%	*	43%	43%	34%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**96%**	*	100%	94%	-	-	-	*	*	*	95%	100%	100%	*
	2022	83%	83%	**89%**	*	88%	90%	-	-	-	-	63%	*	92%	78%	77%	-
At Meets Grade Level or Above	2023	56%	54%	**79%**	*	85%	81%	-	-	-	*	*	*	82%	67%	92%	*
	2022	55%	53%	**72%**	*	81%	69%	-	-	-	-	38%	*	74%	67%	62%	-
At Masters Grade Level	2023	21%	18%	**27%**	*	31%	26%	-	-	-	*	*	*	31%	11%	32%	*
	2022	21%	18%	**21%**	*	19%	24%	-	-	-	-	0%	*	24%	11%	8%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**98%**	*	100%	96%	-	-	-	-	83%	*	97%	100%	100%	-
	2022	89%	90%	**94%**	*	91%	96%	-	-	-	-	83%	-	98%	75%	86%	*
At Meets Grade Level or Above	2023	70%	70%	**83%**	*	88%	79%	-	-	-	-	17%	*	79%	92%	64%	-
	2022	68%	69%	**82%**	*	77%	88%	-	-	-	-	17%	-	83%	75%	68%	*
At Masters Grade Level	2023	38%	35%	**46%**	*	44%	50%	-	-	-	-	17%	*	47%	42%	29%	-
	2022	42%	39%	**65%**	*	55%	77%	-	-	-	-	0%	-	63%	75%	41%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	91%	**100%**	-	*	100%	-	-	-	-	-	-	100%	-	*	-
	2022	92%	93%	**100%**	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	60%	**100%**	-	*	100%	-	-	-	-	-	-	100%	-	*	-
	2022	64%	61%	**90%**	*	*	100%	-	-	-	-	-	-	89%	*	*	-

STAAR/EOC Progress - Annual Growth - Data taken from the 2022-23 TAPR.

	School Year	State	Region12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress - Annual Growth by Grade and Subject											
Grade 4 ELA/Reading	2023	55%	53%	**54%**	*	72%	54%	-	-	-	*	*	*	57%	44%	56%	*
Grade 4 Mathematics	2023	63%	57%	**63%**	*	67%	63%	-	-	-	*	*	*	60%	72%	56%	*
Grade 5 ELA/Reading	2023	65%	64%	**78%**	*	83%	76%	-	-	-	*	58%	*	75%	85%	77%	*
Grade 5 Mathematics	2023	71%	70%	**90%**	*	96%	87%	-	-	-	*	96%	*	88%	94%	92%	*
Grade 6 ELA/Reading	2023	51%	47%	**48%**	-	36%	52%	-	-	-	-	*	*	46%	56%	43%	-
Grade 6 Mathematics	2023	54%	52%	**68%**	-	50%	74%	-	-	-	-	*	*	67%	75%	36%	-
Grade 7 ELA/Reading	2023	71%	69%	**65%**	-	63%	67%	-	-	-	-	57%	*	64%	70%	55%	-
Grade 7 Mathematics	2023	56%	55%	**74%**	-	78%	72%	-	-	-	-	64%	*	74%	75%	60%	-
Grade 8 ELA/Reading	2023	63%	62%	**40%**	-	22%	48%	-	-	-	*	40%	-	36%	50%	19%	*
Grade 8 Mathematics	2023	74%	72%	**86%**	-	88%	85%	-	-	-	*	70%	-	90%	78%	88%	*
End of Course English I	2023	57%	58%	**69%**	-	50%	75%	-	-	-	*	*	-	76%	36%	72%	*
End of Course English II	2023	74%	76%	**88%**	*	89%	89%	-	-	-	*	*	*	92%	75%	91%	*
End of Course Algebra I	2023	76%	76%	**89%**	-	100%	85%	-	-	-	*	*	-	91%	81%	89%	*
All Grades Both Subjects	2023	64%	63%	**71%**	69%	70%	72%	-	-	-	66%	66%	41%	71%	71%	68%	67%
All Grades ELA/Reading	2023	63%	61%	**65%**	63%	62%	67%	-	-	-	45%	57%	33%	65%	64%	64%	61%
All Grades Mathematics	2023	66%	64%	**78%**	80%	79%	78%	-	-	-	89%	77%	50%	78%	81%	72%	75%

		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
2023-2024 STAAR/EOC Special Population Scores										
		HISD (State)	HISD (State)	HISD (State)	HISD (State)		HISD (State)	HISD (State)	HISD (State)	HISD (State)
3rd Grade Reading	**Eco. Dis. - Yes**	**16% (33%)**	**84% (67%)**	**47% (38%)**	**21% (13%)**	**SpEd - Yes**	**44% (54%)**	**56% (46%)**	**33% (20%)**	**0% (6%)**
	Eco. Dis. - No	4% (13%)	96% (87%)	81% (65%)	37% (33%)	SpEd. - No	0% (19%)	100% (81%)	76% (56%)	38% (24%)
4th Grade Reading	**Eco. Dis. - Yes**	**32% (25%)**	**68% (75%)**	**59% (39%)**	**27% (14%)**	**SpEd - Yes**	**60% (47%)**	**40% (53%)**	**20% (18%)**	**0% (5%)**
	Eco. Dis. - No	7% (9%)	93% (91%)	79% (68%)	41% (37%)	SpEd. - No	8% (12%)	93% (88%)	85% (58%)	45% (27%)
5th Grade Reading	**Eco. Dis. - Yes**	**33% (29%)**	**67% (71%)**	**47% (43%)**	**33% (19%)**	**SpEd - Yes**				
	Eco. Dis. - No	0% (11%)	100% (89%)	86% (71%)	54% (44%)	SpEd. - No				
6th Grade Reading	**Eco. Dis. - Yes**	**29% (33%)**	**71% (67%)**	**43% (43%)**	**24% (15%)**	**SpEd - Yes**	**27% (61%)**	**73% (39%)**	**0% (18%)**	**0% (5%)**
	Eco. Dis. - No	10% (12%)	90% (88%)	72% (73%)	21% (40%)	SpEd. - No	15% (19%)	85% (81%)	77% (61%)	28% (28%)
7th Grade Reading	**Eco. Dis. - Yes**	**21% (37%)**	**79% (63%)**	**64% (40%)**	**29% (17%)**	**SpEd - Yes**				
	Eco. Dis. - No	3% (14%)	97% (86%)	75% (71%)	31% (45%)	SpEd. - No				
8th Grade Reading	**Eco. Dis. - Yes**	**11% (28%)**	**89% (72%)**	**56% (43%)**	**28% (17%)**	**SpEd - Yes**	**50% (57%)**	**50% (43%)**	**33% (16%)**	**0% (5%)**
	Eco. Dis. - No	14% (11%)	86% (89%)	69% (72%)	28% (45%)	SpEd. - No	7% (16%)	93% (84%)	68% (60%)	32% (32%)
English 1	**Eco. Dis. - Yes**	**16% (42%)**	**84% (58%)**	**63% (43%)**	**5% (9%)**	**SpEd - Yes**	**33% (70%)**	**67% (30%)**	**50% (16%)**	**0% (2%)**
	Eco. Dis. - No	4% (18%)	96% (82%)	89% (73%)	19% (30%)	SpEd. - No	5% (28%)	95% (72%)	83% (59%)	15% (19%)
English 2	**Eco. Dis. - Yes**	**12% (33%)**	**88% (67%)**	**65% (49%)**	**6% (4%)**	**SpEd - Yes**	**40% (62%)**	**60% (38%)**	**60% (19%)**	**0% (1%)**
	Eco. Dis. - No	3% (14%)	97% (86%)	93% (76%)	7% (16%)	SpEd. - No	2% (22%)	98% (78%)	85% (64%)	7% (10%)
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters

2023-2024 STAAR/EOC Special Population Scores

		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
3rd Grade Math	Eco. Dis. - Yes	20% (39%)	80% (61%)	30% (30%)	10% (9%)	SpEd - Yes	33% (58%)	67% (42%)	22% (18%)	0% (6%)
	Eco. Dis. - No	7% (17%)	93% (83%)	70% (58%)	19% (26%)	SpEd - No	8% (25%)	92% (75%)	61% (46%)	18% (17%)
4th Grade Math	Eco. Dis. - Yes	50% (40%)	50% (60%)	27% (35%)	14% (13%)	SpEd - Yes	90% (62%)	10% (38%)	10% (18%)	0% (6%)
	Eco. Dis. - No	34% (19%)	66% (81%)	31% (61%)	14% (33%)	SpEd. - No	28% (26%)	73% (74%)	35% (51%)	18% (24%)
5th Grade Math	Eco. Dis. - Yes	7% (31%)	93% (69%)	33% (39%)	20% (11%)	SpEd - Yes				
	Eco. Dis. - No	0% (13%)	100% (87%)	86% (65%)	46% (32%)	SpEd - No				
6th Grade Math	Eco. Dis. - Yes	10% (39%)	90% (61%)	55% (26%)	15% (6%)	SpEd - Yes	9% (61%)	91% (39%)	18% (11%)	9% (3%)
	Eco. Dis. - No	7% (17%)	93% (83%)	55% (55%)	24% (24%)	SpEd - No	8% (25%)	92% (75%)	66% (42%)	24% (15%)
7th Grade Math	Eco. Dis. - Yes	14% (56%)	86% (44%)	50% (23%)	21% (5%)	SpEd - Yes				
	Eco. Dis. - No	25% (30%)	75% (70%)	59% (49%)	28% (19%)	SpEd - No				
8th Grade Math	Eco. Dis. - Yes	8% (37%)	92% (63%)	69% (31%)	31% (8%)	SpEd - Yes	40% (60%)	60% (40%)	40% (14%)	20% (3%)
	Eco. Dis. - No	9% (19%)	91% (81%)	73% (56%)	32% (25%)	SpEd - No	3% (25%)	97% (75%)	77% (45%)	33% (17%)
Algebra 1-HS	Eco. Dis. - Yes	0% (26%)	100% (74%)	82% (35%)	29% (17%)	SpEd - Yes	0% (48%)	100% (52%)	33% (14%)	17% (5%)
	Eco. Dis. - No	0% (12%)	100% (88%)	57% (61%)	19% (39%)	SpEd - No	0% (17%)	100% (83%)	75% (49%)	25% (28%)
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
5th Grade Science	Eco. Dis. - Yes	33% (54%)	67% (46%)	40% (17%)	13% (5%)	SpEd - Yes				
	Eco. Dis. - No	0% (26%)	100% (74%)	71% (42%)	43% (20%)	SpEd - No				
8th Grade Science	Eco. Dis. - Yes	6% (42%)	94% (58%)	76% (29%)	35% (8%)	SpEd - Yes	40% (67%)	60% (33%)	40% (12%)	0% (3%)
	Eco. Dis. - No	7% (17%)	93% (83%)	83% (61%)	34% (28%)	SpEd - No	2% (27%)	98% (73%)	85% (46%)	39% (18%)
Biology	Eco. Dis. - Yes	0% (13%)	100% (87%)	65% (46%)	15% (10%)	SpEd - Yes	0% (26%)	100% (74%)	33% (22%)	0% (4%)
	Eco. Dis. - No	0% (5%)	100% (95%)	88% (74%)	27% (32%)	SpEd - No	0% (7%)	100% (93%)	85% (62%)	26% (21%)

2023-2024 STAAR/EOC Special Population Scores									
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
8th Grade SS	**Eco. Dis. - Yes**	**24% (54%)**	**76% (46%)**	**47% (19%)**	**24% (8%)**	**SpEd - Yes**	**60% (75%)**	**40% (25%)**	**20% (9%)**	**0% (4%)**
	Eco. Dis. - No	17% (25%)	83% (75%)	52% (48%)	24% (28%)	SpEd. - No	15% (38%)	85% (62%)	54% (34%)	27% (18%)
US History	**Eco. Dis. - Yes**	**0% (6%)**	**100% (94%)**	**74% (60%)**	**35% (26%)**	**SpEd - Yes**	**0% (17%)**	**100% (83%)**	**60% (32%)**	**40% (11%)**
	Eco. Dis. - No	0% (2%)	100% (98%)	89% (82%)	56% (51%)	SpEd. - No	0% (3%)	100% (97%)	84% (73%)	47% (40%)

2023-2024 TELPAS Data on Composite Scores

Four students exited from ESL and were placed on monitor status.

Beginning	Intermediate	Advanced	Advanced High
4	8	8	7

2023-2024 TPRI Scores

	Kindergarten	1st Grade	2nd Grade
On Track at BOY	70.83%	66.67%	62.5%
On Track at EOY	96.30%	93.88%	88.37%

CCMR Graduate Data from 2022-2023 TAPR

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
						College, Career, and Military Ready Graduates (Student Achievement)							
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	69.7%	**72.0%**	*	73.3%	69.7%	-	-	-	*	100.0%	61.5%	-
2020-21	65.2%	64.1%	**66.7%**	*	85.7%	61.1%	-	-	-	-	100.0%	75.0%	-

Average Class Sizes from 2022-2023 TAPR

Class Size Information	District	State
Elementary:		
Kindergarten	14.7	18.7
Grade 1	13.6	19.1
Grade 2	15.3	19.1
Grade 3	15.3	19.3
Grade 4	14.3	19.4
Grade 5	17.8	20.8
Grade 6	13.2	19.2
Secondary:		
English/Language Arts	7.7	16.2
Foreign Languages	11.9	18.8
Mathematics	10.2	17.5
Science	10.1	18.5
Social Studies	10.2	18.9

Retention Rates from 2022-2023 TAPR

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.0%	1.5%	0.0%	4.5%
Grade 1	2.6%	2.5%	16.7%	3.6%
Grade 2	2.9%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.9%	8.7%	0.0%	12.6%

Student Learning Strengths

In the 63 categories for passing STAAR (21 tests x 3 passing levels), HISD had 21 categories that were above the state average by 20+ percent and 21 categories that were above the state average by 10-19 percent.

HISD had 100% of their students pass the Algebra I, Biology, and US History tests in 2023-2024.

HISD was able to exit 4 ESL students in 2023-2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CCMR graduates from 2021-22 was 72%   **Root Cause:** Limited opportunities for dual credit and students struggle with the TSIA2 test.

Problem Statement 2 (Prioritized): Our teachers and EB parents need more support.   **Root Cause:** Our EB population is growing, especially with students new to the States.

District Processes & Programs

District Processes & Programs Summary

At our campuses, we prioritize the regular review of data to identify students who may benefit from a multi-tiered system of supports (MTSS). This systematic approach ensures that we can promptly address the needs of students who require additional support.

To assist struggling students, we have implemented a comprehensive support system that includes math and reading interventionists, classroom aides, small group targeted instruction, tutorials, and dedicated intervention time built into the school day. These resources are designed to provide personalized and effective assistance to help students succeed.

Each year, HISD organizes training sessions focused on emergent bilingual students, ensuring that our educators are adept at supporting students who are learning English as an additional language. Additionally, we provide specialized training in Special Education, enabling our staff to meet the diverse needs of students with disabilities effectively. We also prioritize training in Dyslexia, equipping our teachers with the skills to identify and support students with this learning difference. Our Gifted and Talented training ensures that we can challenge and nurture students who exhibit exceptional abilities. Furthermore, we emphasize health and safety training to create a secure and supportive learning environment for all students.

Holland ISD offers counseling services for both students and staff through partnerships with STARRY and Impact Counseling. The elementary school utilizes the Second Steps program for social and emotional learning. These services provide essential emotional and psychological support, fostering a healthy and supportive school environment.

To enhance learning and ensure equitable access to technology, we provide one-to-one Chromebooks for students in grades 2 through 12 and one-to-one iPads for students in pre-kindergarten through grade 1. This initiative supports digital literacy and prepares our students for the future.

As part of our commitment to maintaining effective communication and organization, our administrators convene on a weekly basis to update calendars, plan for upcoming events, and address any issues that may arise. This ensures that our school operations run smoothly and that we are prepared for any challenges.

In addition, principals are dedicated to keeping their staff well-informed by sending out information using various forms. This information provides important updates, highlights achievements, and shares relevant information to support our educators in their roles.

We prioritize clear and consistent communication with parents through various platforms, including Class Dojo, Remind, emails, Facebook posts, the district website, and phone calls. This multi-faceted approach ensures that parents are always in the loop regarding their children's education and school activities.

Holland ISD is proud to offer a wide range of extra-curricular activities to our students. These include football, volleyball, track, cross country, basketball, baseball, softball, powerlifting, golf, student council, FFA, FCCLA, academic UIL, and NHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

Holland ISD has made significant investments in enhancing the safety and security of our campuses. We have installed advanced door locks to ensure that only authorized individuals can access our buildings, and we have upgraded our surveillance system with high-definition cameras to monitor activity around the clock. Additionally, we have implemented silent panic button technology to provide immediate alerts to law enforcement in case of emergencies. Our campus vestibules have been redesigned to control and monitor visitor access more effectively. We have also employed a School Resource Officer (SRO) to maintain a visible security presence and foster a safe learning environment. Furthermore, we have upgraded our fencing to create a more secure perimeter around our school grounds.

At our school, we place a high value on our employees by providing them with professional development opportunities that enhance their skills and support their career growth. We recognize the dedication and commitment of our staff by offering longevity pay, which acknowledges their continued service and loyalty to our institution. Throughout the year, we make it a priority to show appreciation for our employees' hard work and contributions, ensuring they feel valued and recognized. Additionally, we understand the importance of family and personal time, and we strive to create a supportive environment that respects and values the family commitments of our staff, allowing them to maintain a healthy work-life balance.

When planning activities and events, we are mindful of the amount of instructional time they may take away from our students. We strive to protect this valuable instructional time by meticulously planning and organizing events in a manner that minimizes disruption to the academic schedule.

District Processes & Programs Strengths

Holland ISD's MTSS process is very effective, ensuring that students receive timely and appropriate interventions tailored to their individual needs. This structured approach allows us to identify and support students who may be struggling, thereby enhancing their academic success and overall well-being.

Our ability to help each student where they are is significantly bolstered by our small class sizes, which facilitate personalized attention and a more intimate learning environment. Additionally, our dedicated aides play a crucial role in providing targeted support, allowing for more individualized instruction. We place a strong emphasis on assisting students in the primary grades, recognizing that early intervention is key to fostering long-term academic achievement and confidence.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Our teachers and EB parents need more support.   **Root Cause:** Our EB population is growing, especially with students new to the States.

Problem Statement 2 (Prioritized): CCMR graduates from 2021-22 was 72%   **Root Cause:** Limited opportunities for dual credit and students struggle with the TSIA2 test.

Problem Statement 3 (Prioritized): Students do not feel like our safety drills cover all locations where they may be when an event happens.   **Root Cause:** Not conducting drills at various times of the day.

Problem Statement 4 (Prioritized): Parents feel our communication could be improved upon.   **Root Cause:** Outdated website. Events change with short notice.

Perceptions

Perceptions Summary

At Holland ISD, we prioritize collecting comprehensive data to inform our decisions and improve our district. This is achieved through the diligent efforts of our district improvement plan committee, parent advisory committee, and SHAC committee. Additionally, we value the insights gained from community, parent, and student surveys, and we actively seek input from our teachers and staff throughout the entire year.

Our community engagement is evident in the high attendance at our various events, including meet the teacher nights, family nights, athletic events, the fall carnival, class programs, and award ceremonies. These events not only foster a sense of community but also provide opportunities for meaningful interactions between families, students, and staff.

Holland ISD is renowned for its "family" environment, where the philosophy of "it takes a village to raise children" is deeply ingrained. Survey results reflect this nurturing atmosphere, with most students reporting that they feel cared for, have trusted individuals at school to confide in, and feel safe within our school environment.

When surveyed, most students believe that teachers set high standards and work hard to make sure students succeed. This feedback highlights the dedication and commitment of our teaching staff to fostering an environment where academic excellence is prioritized and students are encouraged to reach their full potential.

However, when surveyed, many parents and students indicated they did not know about counseling options and tutoring opportunities at school. This suggests a need for improved communication and outreach to ensure that all members of our school community are aware of the support services available to them.

Many high school students, when surveyed, indicated that they felt safety drills didn't prepare them for emergencies. This feedback is crucial as it underscores the importance of revisiting our safety protocols and enhancing the effectiveness of our communication strategies during drills and actual emergencies.

Parents, when surveyed and interviewed, felt like a "new to HISD" program would be helpful, SEL needs to be addressed more, more parent nights with specific informational topics would be helpful, and the district website needs updating. These insights point to the necessity of creating a welcoming program for new families, increasing our focus on social-emotional learning, organizing more informative events for parents, and ensuring our website is a reliable and up-to-date resource.

Parents, when surveyed, indicated that the HISD administration team is aware of the community's needs, values, and expectations. This positive feedback reflects our administration's ongoing efforts to stay connected with and responsive to the community we serve.

HISD partners with the First Baptist Church of Holland in a food backpack program and an Angel Tree program. These partnerships are vital in supporting our students and families, providing essential resources, and fostering a sense of community and care.

Perceptions Strengths

At Holland ISD, we pride ourselves on fostering a family-oriented environment where the needs of our students are always our top priority. This nurturing atmosphere ensures that each child feels valued and supported, creating a foundation for both academic and personal growth.

Our students consistently express that they feel safe within our school walls and have a strong sense of trust in their teachers. This trust is crucial as it allows for open communication and a positive learning experience, where students are comfortable seeking help and engaging fully in their education.

We are also fortunate to have unwavering support from our community. This partnership enhances our ability to provide a well-rounded education and enriches the overall school experience, demonstrating that our community is deeply invested in the success and well-being of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel like our safety drills cover all locations where they may be when an event happens.   **Root Cause:** Not conducting drills at various times of the day.

Problem Statement 2 (Prioritized): Parents feel our communication could be improved upon.   **Root Cause:** Outdated website. Events change with short notice.

Problem Statement 3 (Prioritized): Parents would like to see more information and/or training on topics of concern and services provided.   **Root Cause:** Parents want to understand the various struggles students face and the services HISD provides so they can support their children.

Priority Problem Statements

Problem Statement 1: CCMR graduates from 2021-22 was 72%
Root Cause 1: Limited opportunities for dual credit and students struggle with the TSIA2 test.
Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 2: Students do not feel like our safety drills cover all locations where they may be when an event happens.
Root Cause 2: Not conducting drills at various times of the day.
Problem Statement 2 Areas: District Processes & Programs - Perceptions

Problem Statement 3: Parents feel our communication could be improved upon.
Root Cause 3: Outdated website. Events change with short notice.
Problem Statement 3 Areas: District Processes & Programs - Perceptions

Problem Statement 4: The attendance rate is 94.9%
Root Cause 4: Chronic absenteeism increased by 5%.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Parents would like to see more information and/or training on topics of concern and services provided.
Root Cause 5: Parents want to understand the various struggles students face and the services HISD provides so they can support their children.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our teachers and EB parents need more support.
Root Cause 6: Our EB population is growing, especially with students new to the States.
Problem Statement 6 Areas: Demographics - Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: By May 2025, all accountability subgroups will score at least 90% in approaches, 60% in meets, and 30% in masters.

    Evaluation Data Sources: STAAR/EOC Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Each campus will identify and target students who are at risk of not meeting standards or should achieve a "masters" score.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Subgroups will score at least 90% in approaches, 60% in meets, and 30% in masters	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, Teachers				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: By May 2025, all accountability subgroups will grow 4% on STAAR/EOC Annual Growth.

   Evaluation Data Sources: STAAR/EOC Annual Growth report

Strategy 1 Details	Reviews			

Strategy 1: Each campus will implement a data-driven instruction approach where teachers analyze student performance after interims and adjust their instruction to provide additional support to those showing no growth.
    Strategy's Expected Result/Impact: Annual growth rates will increase
    Staff Responsible for Monitoring: Principals, Teachers
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: By May 2025, the percentage of CCMR graduates will increase from 72% to 88%.

HB3 Goal

Evaluation Data Sources: Local Data Tracker

Strategy 1 Details		Reviews			
Strategy 1: Expand dual credit course offerings by partnering with local community colleges and universities. Ensure a variety of subjects are available to cater to different student interests and career paths.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students graduating with dual credit will increase **Staff Responsible for Monitoring:** Superintendent, HS Principal **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted TSIA2 test preparation sessions for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students graduating that have passed the TSIA2 will increase **Staff Responsible for Monitoring:** HS Principal, HS Counselor **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2		**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: CCMR graduates from 2021-22 was 72% **Root Cause**: Limited opportunities for dual credit and students struggle with the TSIA2 test.

Student Learning
Problem Statement 1: CCMR graduates from 2021-22 was 72% **Root Cause**: Limited opportunities for dual credit and students struggle with the TSIA2 test.

District Processes & Programs
Problem Statement 2: CCMR graduates from 2021-22 was 72% **Root Cause**: Limited opportunities for dual credit and students struggle with the TSIA2 test.

Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: By May 2025, increase the overall attendance rate from 94.9% to 97%.

Evaluation Data Sources: Attendance reports, Resources to educate parents, Incentive program reports

Strategy 1 Details			Reviews			
Strategy 1: Offer incentives for improved or good attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will increase **Staff Responsible for Monitoring:** Principals, Teachers **Problem Statements:** Demographics 1			**Nov**	**Feb**	**Apr**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Educate parents and guardians about the importance of regular school attendance and its impact on student achievement, providing strategies to support consistent attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will increase **Staff Responsible for Monitoring:** Principals, Teachers, Director of Student Services **Problem Statements:** Demographics 1			**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The attendance rate is 94.9%   **Root Cause**: Chronic absenteeism increased by 5%.

Goal 2: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

Performance Objective 1: By May 2025, all students and staff will be familiar with safety procedures in various locations within the school.

    Evaluation Data Sources: End-of-year surveys, Drill log, Safety procedure guides

Strategy 1 Details		Reviews			
Strategy 1: Create and distribute detailed safety procedure guides that cover all areas of the school, including less common locations like storage rooms and staff offices.		**Formative**			**Summative**
		Nov	Feb	Apr	June

Strategy's Expected Result/Impact: The district will have a unified plan for various situations and the teachers will be able to educate their students on the plan.
    Staff Responsible for Monitoring: Superintendent, Safety Coordinator, Principals
 	
    Problem Statements: District Processes & Programs 3 - Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Conduct walkthroughs and drills using the Raptor app with students and staff to review safety procedures at various locations and times, ensuring everyone knows the protocols.		**Formative**			**Summative**
		Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Staff and students will be more confident about what to do in an emergency
    Staff Responsible for Monitoring: Superintendent, Safety Coordinator, Principals
 	
    Problem Statements: District Processes & Programs 3 - Perceptions 1					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 3: Students do not feel like our safety drills cover all locations where they may be when an event happens.   **Root Cause**: Not conducting drills at various times of the day.

Perceptions
Problem Statement 1: Students do not feel like our safety drills cover all locations where they may be when an event happens.   **Root Cause**: Not conducting drills at various times of the day.

Goal 2: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

Performance Objective 2: By May 2025, Holland ISD will receive three intruder detection audits with no findings.

    Evaluation Data Sources: Audit summary

Strategy 1 Details			Reviews			
Strategy 1: Each campus will educate their staff and students on safety protocols.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety protocols will be followed			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Safety Coordinator, Principals, Teachers						

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

Performance Objective 3: By May 2025, students will receive education on social and emotional learning (SEL) topics at least once a month.

Evaluation Data Sources: Calendar of topics, SEL lessong

Strategy 1 Details				Reviews			
Strategy 1: High school students will research topics and create presentations, announcements, one-pagers, etc. to present to their peers and to middle school students. **Strategy's Expected Result/Impact:** Students will gain information and resources on various SEL topics **Staff Responsible for Monitoring:** Principal				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Elementary students will receive weekly SEL lessons using the Second Steps program. **Strategy's Expected Result/Impact:** Students will gain information and resources on various SEL topics **Staff Responsible for Monitoring:** Principal, Teachers				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Engage parents, families, and community members in Holland ISD's events, programs, and students' learning.

Performance Objective 1: By May 2025, 75% of each campus' parents/guardians/family members will participate in at least one academic school-sponsored on-campus opportunity.

Evaluation Data Sources: Sign-in sheets, End-of-the-year survey

Strategy 1 Details	Reviews			
Strategy 1: Send out invitations to parents and advertise the events on social media and our district website.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will attend events	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, Director of Student Services				
Strategy 2 Details	Reviews			
Strategy 2: Provide trainings on topics that parents suggested in our end-of-the-year survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will attend events	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services **Problem Statements:** Perceptions 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parents would like to see more information and/or training on topics of concern and services provided. **Root Cause**: Parents want to understand the various struggles students face and the services HISD provides so they can support their children.

Goal 4: Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships.

Performance Objective 1: On our end-of-the-year survey, 93% of parents, guardians, and staff will agree or strongly agree that district-level and campus-level communications were timely and helpful.

    Evaluation Data Sources: End-of-the-year survey, Communication logs, Newsletters, Social media posts

Strategy 1 Details	Reviews			
Strategy 1: Update our website to ensure all school-related information, including announcements, schedules, and updates, is easily accessible to parents.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Provide one location where all needed information can be found
    Staff Responsible for Monitoring: Principals, Director of Student Services, Technology Director
 	
    Problem Statements: District Processes & Programs 4 - Perceptions 2
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	**Reviews**			
Strategy 2: Establish a communication plan to coordinate the timing and content of messages from the district, campus, and teachers.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Parents will not feel overwhelmed with too much information at once
    Staff Responsible for Monitoring: Superintendent, Principals, Director of Student Services
 	
    Problem Statements: District Processes & Programs 4 - Perceptions 2
	Nov	**Feb**	**Apr**	**June**

    0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: Parents feel our communication could be improved upon.   **Root Cause**: Outdated website. Events change with short notice.
Perceptions
Problem Statement 2: Parents feel our communication could be improved upon.   **Root Cause**: Outdated website. Events change with short notice.

Goal 5: Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

Performance Objective 1: On the end-of-the-year survey, 85% of parents in special programs will agree or strongly agree that they understand the program's intent and that it meets their child's needs.

    Evaluation Data Sources: End-of-the-year survey, Guidebook, Website screenshots

Strategy 1 Details		Reviews			

Strategy 1: Create and publish a guidebook detailing all special programs and resources, including contact information for program coordinators, to be available on the school website or provided to parents.
    Strategy's Expected Result/Impact: Parents will have a resource to use when they have questions about special programs.
    Staff Responsible for Monitoring: Director of Student Services
 	
    Problem Statements: Perceptions 3
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			

Strategy 2: Develop a dedicated section on the school website for special programs, including FAQs, program descriptions, and steps to obtain help, ensuring it is easily accessible and regularly updated.
    Strategy's Expected Result/Impact: Parents will have a resource to use when they have questions about special programs.
    Staff Responsible for Monitoring: Director of Student Services
 	
    Problem Statements: Perceptions 3
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			

Strategy 3: Have individualized meetings, newsletters, or emails for parents of students being served in special programs
    Strategy's Expected Result/Impact: Parents will be better informed about the special program
    Staff Responsible for Monitoring: Director of Student Services, Special Programs Coordinators
 	
    Problem Statements: Demographics 3 - Student Learning 2 - District Processes & Programs 1, 4 - Perceptions 2, 3
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.

Student Learning
Problem Statement 2: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.

District Processes & Programs
Problem Statement 1: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.
Problem Statement 4: Parents feel our communication could be improved upon.   **Root Cause**: Outdated website. Events change with short notice.

Perceptions
Problem Statement 2: Parents feel our communication could be improved upon.   **Root Cause**: Outdated website. Events change with short notice.
Problem Statement 3: Parents would like to see more information and/or training on topics of concern and services provided.   **Root Cause**: Parents want to understand the various struggles students face and the services HISD provides so they can support their children.

Goal 5: Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

Performance Objective 2: By May 2025, 80% of EB students will improve their composite score at least one level or remain advance high on their TELPAS.

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to teachers on how to effectively teach EB students, focusing on students with little to no English.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: TELPAS scores will increase **Staff Responsible for Monitoring:** Director of Student Services, Principals **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.
Student Learning
Problem Statement 2: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.
District Processes & Programs
Problem Statement 1: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States.

Goal 5: Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

Performance Objective 3: Add one CTE pathway to our class offerings in the next two years.

Evaluation Data Sources: Class schedule, Workforce data, End-of-the-year student survey

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Analyze workforce data and student interests to determine additional CTE offerings.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create more CTE options for students **Staff Responsible for Monitoring:** Superintendent, High School Principal, High School Counselor				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $540,839.00
Total FTEs Funded by SCE: 13
Brief Description of SCE Services and/or Programs

Payroll - We use this to help us employ enough teachers to keep our class sizes small. Supplies for all campuses - We use this to purchase materials for remediation and intervention. Summer school supplies - Our elementary school summer program is designed to provide enrichment for struggling students, while our high school summer program is intended for students who have failed a class.

Personnel for District Improvement Plan

Name	Position	FTE
Amanda Chaney	Math Interventionist	1
Amber Baggerly	Instructional Aide	1
Christy Hood	Reading Interventionist	1
Gabby Hernandez	Instructional Aide	1
Julie Ann Evans	1st grade teacher	1
Karen Scott	Reading Interventionist	1
Keisha Haney	Instructional Aide	1
Lori Kinard	Director of Student Services	1
Marissa Meek	Instructional Aide	1
Mindy Walker	Reading Interventionist	1
Sandy Dickey	Instructional Aide	1
Tammie O'Flaherty	Instructional Aide	1
Wendy Frei	1st grade teacher	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Shane Downing		Lori Kinard	10/9/2024
Decision-Making and Planning Policy Evaluation			Lori Kinard	10/10/2024
Disciplinary Alternative Education Program (DAEP)	Shane Downing		Lori Kinard	10/9/2024
Pregnancy Related Services			Lori Kinard	10/10/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Shane Downing		Lori Kinard	10/9/2024