

2023-24 Texas Academic Performance Report (TAPR)

District Name: HOOKS ISD

District Number: 019902

2024 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	92%	*	100%	91%	-	-	-	100%	67%	*	89%	100%	89%	*
	2023	76%	77%	88%	75%	100%	88%	-	-	*	*	67%	*	93%	80%	88%	*
At Meets Grade Level or Above	2024	48%	49%	59%	*	60%	59%	-	-	-	70%	25%	*	61%	55%	49%	*
	2023	50%	49%	63%	38%	60%	65%	-	-	*	*	56%	*	60%	70%	63%	*
At Masters Grade Level	2024	21%	18%	33%	*	20%	34%	-	-	-	40%	0%	*	34%	27%	26%	*
	2023	20%	17%	20%	25%	0%	21%	-	-	*	*	11%	*	20%	20%	15%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	90%	*	100%	88%	-	-	-	90%	67%	*	89%	91%	86%	*
	2023	73%	74%	93%	100%	80%	93%	-	-	*	*	78%	*	90%	100%	93%	*
At Meets Grade Level or Above	2024	42%	40%	53%	*	40%	56%	-	-	-	60%	8%	*	53%	55%	43%	*
	2023	45%	45%	62%	63%	20%	67%	-	-	*	*	44%	*	55%	75%	50%	*
At Masters Grade Level	2024	15%	13%	27%	*	20%	28%	-	-	-	30%	0%	*	32%	9%	20%	*
	2023	19%	16%	32%	13%	20%	37%	-	-	*	*	11%	*	33%	30%	25%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	82%	97%	100%	100%	97%	*	-	-	83%	85%	*	98%	95%	95%	*
	2023	77%	77%	93%	*	100%	92%	-	-	-	83%	71%	*	90%	100%	86%	*
At Meets Grade Level or Above	2024	51%	47%	67%	63%	67%	72%	*	-	-	50%	38%	*	73%	55%	68%	*
	2023	48%	44%	71%	*	83%	72%	-	-	-	50%	29%	*	77%	50%	55%	*
At Masters Grade Level	2024	23%	17%	28%	0%	17%	38%	*	-	-	17%	15%	*	28%	30%	24%	*
	2023	22%	17%	39%	*	50%	44%	-	-	-	17%	0%	*	42%	30%	27%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	68%	80%	75%	100%	79%	*	-	-	83%	54%	*	80%	80%	81%	*
	2023	71%	70%	93%	*	100%	96%	-	-	-	83%	57%	*	94%	90%	86%	*
At Meets Grade Level or Above	2024	46%	44%	52%	50%	50%	54%	*	-	-	50%	23%	*	50%	55%	51%	*
	2023	48%	46%	76%	*	100%	80%	-	-	-	50%	43%	*	81%	60%	59%	*
At Masters Grade Level	2024	21%	17%	17%	13%	17%	18%	*	-	-	17%	0%	*	18%	15%	11%	*
	2023	22%	18%	49%	*	83%	52%	-	-	-	33%	14%	*	48%	50%	41%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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	2024	79%	77%	81%	*	100%	81%	-	-	-	67%	20%	*	80%	83%	73%	*
	2023	81%	80%	87%	57%	100%	92%	-	*	-	78%	29%	*	86%	89%	85%	100%
At Meets Grade Level or Above	2024	55%	48%	62%	*	86%	62%	-	-	-	33%	0%	*	67%	50%	50%	*
	2023	57%	54%	59%	43%	50%	61%	-	*	-	78%	14%	*	66%	50%	54%	60%
At Masters Grade Level	2024	29%	21%	31%	*	43%	35%	-	-	-	0%	0%	*	33%	25%	19%	*
	2023	28%	25%	25%	0%	13%	32%	-	*	-	33%	0%	*	31%	18%	18%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	79%	*	86%	85%	-	-	-	67%	20%	*	77%	83%	69%	*
	2023	80%	82%	83%	57%	88%	87%	-	*	-	78%	29%	*	80%	86%	79%	100%
At Meets Grade Level or Above	2024	50%	48%	55%	*	86%	54%	-	-	-	33%	0%	*	53%	58%	38%	*
	2023	51%	52%	41%	0%	25%	50%	-	*	-	44%	14%	*	43%	39%	38%	40%
At Masters Grade Level	2024	19%	16%	21%	*	57%	15%	-	-	-	17%	0%	*	23%	17%	15%	*
	2023	21%	19%	11%	0%	13%	8%	-	*	-	22%	14%	*	11%	11%	10%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	61%	86%	*	100%	85%	-	-	-	83%	20%	*	83%	92%	77%	*
	2023	65%	67%	84%	57%	63%	92%	-	*	-	89%	43%	*	83%	86%	79%	80%
At Meets Grade Level or Above	2024	28%	28%	55%	*	71%	62%	-	-	-	17%	0%	*	53%	58%	35%	*
	2023	36%	38%	52%	14%	38%	61%	-	*	-	56%	14%	*	49%	57%	49%	60%
At Masters Grade Level	2024	11%	11%	29%	*	57%	27%	-	-	-	17%	0%	*	30%	25%	15%	*
	2023	16%	16%	19%	14%	13%	24%	-	*	-	0%	14%	*	20%	18%	18%	20%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	82%	64%	89%	86%	*	*	-	78%	33%	*	86%	77%	80%	100%
	2023	77%	77%	89%	91%	100%	89%	-	-	-	80%	67%	100%	88%	91%	92%	*
At Meets Grade Level or Above	2024	57%	56%	60%	45%	33%	75%	*	*	-	56%	22%	*	64%	55%	52%	40%
	2023	52%	52%	60%	55%	67%	69%	-	-	-	20%	22%	40%	62%	55%	53%	*
At Masters Grade Level	2024	26%	23%	25%	0%	33%	28%	*	*	-	44%	0%	*	33%	16%	15%	40%
	2023	22%	19%	32%	27%	17%	38%	-	-	-	20%	11%	0%	34%	27%	31%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	87%	82%	89%	92%	*	*	-	78%	44%	*	89%	84%	85%	100%
	2023	75%	76%	90%	82%	67%	93%	-	-	-	100%	56%	80%	90%	91%	92%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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	2024	39%	38%	37%	9%	44%	39%	*	*	-	56%	11%	*	33%	42%	30%	60%
	2023	40%	38%	58%	55%	67%	60%	-	-	-	50%	22%	40%	58%	59%	55%	*
At Masters Grade Level	2024	14%	10%	6%	0%	0%	8%	*	*	-	11%	0%	*	8%	3%	0%	0%
	2023	16%	13%	14%	9%	17%	13%	-	-	-	20%	11%	20%	12%	18%	12%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	83%	83%	67%	81%	-	-	-	100%	44%	*	84%	81%	83%	*
	2023	78%	81%	86%	67%	100%	85%	-	-	-	100%	43%	*	92%	74%	83%	*
At Meets Grade Level or Above	2024	54%	54%	53%	50%	33%	58%	-	-	-	44%	22%	*	55%	48%	46%	*
	2023	55%	58%	57%	44%	83%	53%	-	-	-	70%	29%	*	57%	57%	50%	*
At Masters Grade Level	2024	29%	26%	24%	8%	17%	33%	-	-	-	11%	0%	*	27%	19%	20%	*
	2023	27%	27%	21%	11%	33%	17%	-	-	-	40%	0%	*	27%	9%	15%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	60%	74%	67%	83%	79%	-	-	-	56%	22%	*	76%	71%	65%	*
	2023	63%	69%	65%	75%	83%	58%	-	-	-	80%	29%	*	67%	61%	65%	*
At Meets Grade Level or Above	2024	34%	37%	51%	50%	67%	51%	-	-	-	44%	11%	*	49%	57%	48%	*
	2023	37%	42%	32%	25%	17%	29%	-	-	-	60%	14%	*	31%	35%	25%	*
At Masters Grade Level	2024	11%	10%	7%	0%	17%	7%	-	-	-	11%	0%	*	8%	5%	2%	*
	2023	11%	11%	10%	13%	17%	8%	-	-	-	10%	0%	*	10%	9%	5%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	83%	92%	90%	100%	89%	*	-	-	100%	50%	*	93%	89%	93%	*
	2023	83%	85%	95%	100%	100%	94%	-	*	-	*	57%	-	96%	95%	90%	*
At Meets Grade Level or Above	2024	56%	58%	68%	60%	67%	64%	*	-	-	91%	25%	*	67%	72%	68%	*
	2023	58%	58%	80%	71%	60%	84%	-	*	-	*	29%	-	78%	84%	71%	*
At Masters Grade Level	2024	29%	28%	36%	30%	50%	34%	*	-	-	45%	0%	*	33%	44%	38%	*
	2023	28%	27%	45%	43%	20%	49%	-	*	-	*	14%	-	48%	37%	35%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	73%	75%	80%	67%	*	-	-	89%	50%	*	74%	69%	78%	*
	2023	76%	77%	89%	100%	100%	85%	-	-	-	*	57%	-	87%	93%	86%	*
At Meets Grade Level or Above	2024	43%	43%	25%	13%	60%	22%	*	-	-	22%	13%	*	26%	23%	28%	*
	2023	46%	45%	56%	50%	60%	59%	-	-	-	*	29%	-	56%	53%	54%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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	2024	16%	14%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
	2023	17%	16%	19%	0%	20%	22%	-	-	-	*	0%	-	23%	7%	14%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	71%	68%	60%	67%	66%	*	-	-	82%	50%	*	67%	72%	68%	*
	2023	74%	73%	68%	43%	20%	78%	-	*	-	*	14%	-	70%	63%	58%	*
At Meets Grade Level or Above	2024	44%	42%	36%	20%	33%	34%	*	-	-	55%	13%	*	30%	56%	30%	*
	2023	47%	42%	32%	0%	0%	39%	-	*	-	*	14%	-	33%	32%	19%	*
At Masters Grade Level	2024	17%	13%	4%	0%	17%	5%	*	-	-	0%	0%	*	4%	6%	5%	*
	2023	17%	12%	3%	0%	0%	2%	-	*	-	*	0%	-	2%	5%	0%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	58%	54%	40%	50%	55%	*	-	-	64%	25%	*	48%	72%	50%	*
	2023	62%	60%	65%	57%	40%	69%	-	*	-	*	14%	-	67%	58%	58%	*
At Meets Grade Level or Above	2024	33%	29%	17%	20%	33%	7%	*	-	-	45%	0%	*	15%	22%	18%	*
	2023	33%	29%	31%	14%	0%	35%	-	*	-	*	14%	-	33%	26%	19%	*
At Masters Grade Level	2024	17%	13%	7%	10%	17%	5%	*	-	-	9%	0%	*	6%	11%	5%	*
	2023	16%	13%	12%	0%	0%	16%	-	*	-	*	0%	-	13%	11%	6%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	74%	77%	80%	43%	80%	-	*	-	*	20%	-	79%	73%	69%	*
	2023	72%	78%	83%	71%	57%	89%	*	-	-	*	43%	100%	84%	82%	77%	*
At Meets Grade Level or Above	2024	52%	57%	63%	60%	14%	68%	-	*	-	*	10%	-	67%	57%	58%	*
	2023	52%	57%	60%	36%	43%	69%	*	-	-	*	21%	60%	55%	66%	43%	*
At Masters Grade Level	2024	16%	15%	18%	20%	0%	21%	-	*	-	*	10%	-	21%	13%	16%	*
	2023	13%	13%	10%	0%	14%	13%	*	-	-	*	0%	0%	10%	11%	7%	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	80%	82%	64%	67%	87%	*	-	-	*	31%	*	82%	81%	81%	*
	2023	74%	80%	93%	70%	100%	96%	-	-	-	89%	50%	*	98%	84%	88%	*
At Meets Grade Level or Above	2024	58%	64%	78%	64%	67%	81%	*	-	-	*	15%	*	80%	74%	74%	*
	2023	54%	62%	85%	40%	100%	93%	-	-	-	67%	25%	*	85%	84%	74%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

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At Masters Grade Level	2024	9%	8%	9%	0%	0%	13%	*	-	-	*	8%	*	11%	6%	2%	*
	2023	9%	8%	11%	0%	22%	12%	-	-	-	0%	0%	*	9%	13%	6%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	83%	90%	89%	82%	-	-	-	60%	50%	-	88%	74%	83%	*
	2023	79%	85%	90%	86%	80%	91%	*	*	-	*	79%	*	95%	84%	89%	*
At Meets Grade Level or Above	2024	43%	45%	36%	30%	33%	38%	-	-	-	40%	0%	-	37%	35%	28%	*
	2023	43%	46%	58%	43%	60%	61%	*	*	-	*	14%	*	68%	45%	43%	*
At Masters Grade Level	2024	24%	22%	13%	10%	22%	13%	-	-	-	0%	0%	-	12%	13%	7%	*
	2023	23%	21%	28%	7%	20%	33%	*	*	-	*	0%	*	30%	26%	16%	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	93%	95%	82%	*	98%	-	*	-	*	92%	*	95%	95%	95%	*
	2023	88%	92%	95%	92%	100%	97%	*	-	-	*	80%	*	97%	93%	96%	-
At Meets Grade Level or Above	2024	56%	57%	64%	36%	*	71%	-	*	-	*	23%	*	66%	59%	61%	*
	2023	56%	60%	69%	58%	60%	74%	*	-	-	*	0%	*	76%	61%	58%	-
At Masters Grade Level	2024	19%	14%	18%	9%	*	23%	-	*	-	*	8%	*	16%	23%	11%	*
	2023	21%	18%	23%	0%	0%	36%	*	-	-	*	0%	*	27%	18%	12%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	97%	100%	89%	98%	-	-	-	90%	82%	-	97%	96%	95%	*
	2023	94%	95%	94%	78%	100%	96%	-	-	-	*	73%	-	92%	96%	92%	*
At Meets Grade Level or Above	2024	69%	69%	73%	64%	67%	77%	-	-	-	70%	18%	-	76%	68%	64%	*
	2023	70%	71%	72%	44%	67%	78%	-	-	-	*	27%	-	67%	81%	72%	*
At Masters Grade Level	2024	37%	31%	26%	27%	11%	27%	-	-	-	30%	0%	-	24%	29%	21%	*
	2023	38%	33%	37%	33%	50%	37%	-	-	-	*	0%	-	41%	31%	31%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	95%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
	2023	90%	95%	100%	-	*	100%	-	-	-	-	-	-	100%	-	100%	-
At Meets Grade Level or Above	2024	59%	60%	81%	-	*	85%	-	-	-	*	-	-	75%	*	*	-
	2023	61%	62%	91%	-	*	90%	-	-	-	-	-	-	91%	-	100%	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HOOKS ISD (019902) - BOWIE COUNTY

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At Masters Grade Level	2024	12%	7%	19%	-	*	8%	-	-	-	*	-	-	17%	*	*	-
	2023	12%	7%	9%	-	*	5%	-	-	-	-	-	-	9%	-	13%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	76%	82%	75%	85%	84%	78%	*	-	83%	51%	91%	83%	82%	80%	78%
	2023	76%	78%	86%	77%	85%	88%	*	100%	*	85%	53%	96%	87%	84%	83%	88%
At Meets Grade Level or Above	2024	48%	48%	54%	42%	52%	56%	44%	*	-	54%	16%	70%	53%	54%	47%	46%
	2023	49%	50%	59%	41%	55%	63%	*	86%	*	54%	24%	60%	60%	58%	50%	56%
At Masters Grade Level	2024	20%	17%	18%	8%	22%	20%	0%	*	-	18%	3%	24%	19%	16%	13%	15%
	2023	20%	18%	22%	11%	22%	24%	*	43%	*	19%	5%	24%	23%	18%	17%	27%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	78%	85%	77%	83%	86%	*	*	-	90%	47%	95%	86%	83%	83%	79%
	2023	77%	79%	89%	77%	94%	91%	*	*	*	87%	53%	95%	91%	85%	86%	88%
At Meets Grade Level or Above	2024	54%	54%	64%	56%	52%	68%	*	*	-	64%	22%	70%	66%	59%	58%	42%
	2023	53%	55%	67%	47%	69%	72%	*	*	*	57%	28%	52%	68%	65%	57%	71%
At Masters Grade Level	2024	22%	19%	25%	10%	23%	28%	*	*	-	26%	5%	30%	27%	20%	20%	21%
	2023	20%	19%	24%	14%	21%	26%	*	*	*	22%	4%	14%	27%	18%	19%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	81%	76%	90%	82%	*	*	-	77%	47%	94%	82%	79%	79%	88%
	2023	75%	77%	86%	83%	86%	86%	*	*	*	89%	58%	94%	87%	85%	85%	94%
At Meets Grade Level or Above	2024	43%	43%	45%	30%	54%	46%	*	*	-	45%	11%	76%	44%	47%	38%	59%
	2023	45%	45%	55%	41%	51%	58%	*	*	*	50%	25%	59%	57%	50%	47%	50%
At Masters Grade Level	2024	17%	14%	12%	4%	21%	12%	*	*	-	14%	0%	18%	14%	9%	7%	12%
	2023	19%	16%	21%	7%	28%	22%	*	*	*	20%	7%	29%	22%	19%	16%	31%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	82%	71%	88%	83%	*	*	-	85%	65%	86%	80%	87%	80%	71%
	2023	77%	78%	82%	69%	61%	88%	*	*	-	75%	42%	100%	82%	83%	77%	67%
At Meets Grade Level or Above	2024	43%	43%	51%	29%	44%	55%	*	*	-	50%	15%	57%	48%	58%	42%	29%
	2023	47%	47%	51%	31%	33%	56%	*	*	-	50%	11%	86%	50%	52%	42%	50%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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	2024	16%	12%	15%	4%	31%	17%	*	*	-	5%	4%	14%	14%	17%	10%	14%
	2023	18%	15%	15%	4%	6%	19%	*	*	-	6%	5%	43%	15%	15%	10%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	77%	77%	71%	73%	79%	*	-	-	76%	58%	*	73%	87%	73%	*
	2023	78%	77%	79%	69%	73%	82%	-	*	-	71%	50%	-	79%	80%	76%	*
At Meets Grade Level or Above	2024	51%	49%	47%	43%	53%	46%	*	-	-	57%	11%	*	46%	50%	41%	*
	2023	52%	49%	52%	31%	36%	56%	-	*	-	57%	22%	-	48%	58%	48%	*
At Masters Grade Level	2024	27%	22%	17%	19%	13%	17%	*	-	-	19%	0%	*	15%	22%	13%	*
	2023	27%	23%	25%	19%	27%	26%	-	*	-	14%	0%	-	26%	22%	19%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	47%	*	40%	50%	-	-	-	50%	8%	*	47%	45%	37%	*
	2023	37%	36%	47%	38%	20%	51%	-	-	*	*	44%	*	40%	60%	43%	*
Reading and Mathematics Including EOC	2024	35%	33%	47%	*	40%	50%	-	-	-	50%	8%	*	47%	45%	37%	*
	2023	37%	36%	47%	38%	20%	51%	-	-	*	*	44%	*	40%	60%	43%	*
Reading Including EOC	2024	48%	49%	59%	*	60%	59%	-	-	-	70%	25%	*	61%	55%	49%	*
	2023	50%	49%	63%	38%	60%	65%	-	-	*	*	56%	*	60%	70%	63%	*
Math Including EOC	2024	42%	40%	53%	*	40%	56%	-	-	-	60%	8%	*	53%	55%	43%	*
	2023	45%	45%	62%	63%	20%	67%	-	-	*	*	44%	*	55%	75%	50%	*
4th Graders																	
Reading and Mathematics	2024	38%	35%	48%	50%	50%	49%	*	-	-	50%	23%	*	48%	50%	51%	*
	2023	38%	35%	63%	*	83%	68%	-	-	-	33%	29%	*	71%	40%	45%	*
Reading and Mathematics Including EOC	2024	38%	35%	48%	50%	50%	49%	*	-	-	50%	23%	*	48%	50%	51%	*
	2023	38%	35%	63%	*	83%	68%	-	-	-	33%	29%	*	71%	40%	45%	*
Reading Including EOC	2024	51%	47%	67%	63%	67%	72%	*	-	-	50%	38%	*	73%	55%	68%	*
	2023	48%	44%	71%	*	83%	72%	-	-	-	50%	29%	*	77%	50%	55%	*
Math Including EOC	2024	46%	44%	52%	50%	50%	54%	*	-	-	50%	23%	*	50%	55%	51%	*
	2023	48%	46%	76%	*	100%	80%	-	-	-	50%	43%	*	81%	60%	59%	*
5th Graders																	
Reading and Mathematics	2024	42%	37%	45%	*	71%	42%	-	-	-	33%	0%	*	47%	42%	31%	*
	2023	43%	42%	30%	0%	25%	34%	-	*	-	44%	14%	*	37%	21%	26%	40%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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)
Reading and Mathematics Including EOC	2024	42%	37%	45%	*	71%	42%	-	-	-	33%	0%	*	47%	42%	31%	*
	2023	43%	42%	30%	0%	25%	34%	-	*	-	44%	14%	*	37%	21%	26%	40%
Reading Including EOC	2024	55%	48%	62%	*	86%	62%	-	-	-	33%	0%	*	67%	50%	50%	*
	2023	57%	54%	59%	43%	50%	61%	-	*	-	78%	14%	*	66%	50%	54%	60%
Math Including EOC	2024	51%	48%	55%	*	86%	54%	-	-	-	33%	0%	*	53%	58%	38%	*
	2023	51%	52%	41%	0%	25%	50%	-	*	-	44%	14%	*	43%	39%	38%	40%
6th Graders																	
Reading and Mathematics	2024	36%	35%	33%	9%	33%	39%	*	*	-	44%	11%	*	31%	35%	24%	40%
	2023	35%	33%	49%	45%	67%	53%	-	-	-	20%	22%	40%	50%	45%	43%	*
Reading and Mathematics Including EOC	2024	36%	35%	33%	9%	33%	39%	*	*	-	44%	11%	*	31%	35%	24%	40%
	2023	35%	33%	49%	45%	67%	53%	-	-	-	20%	22%	40%	50%	45%	43%	*
Reading Including EOC	2024	57%	56%	60%	45%	33%	75%	*	*	-	56%	22%	*	64%	55%	52%	40%
	2023	52%	52%	60%	55%	67%	69%	-	-	-	20%	22%	40%	62%	55%	53%	*
Math Including EOC	2024	40%	39%	37%	9%	44%	39%	*	*	-	56%	11%	*	33%	42%	30%	60%
	2023	40%	38%	58%	55%	67%	60%	-	-	-	50%	22%	40%	58%	59%	55%	*
7th Graders																	
Reading and Mathematics	2024	35%	33%	39%	42%	33%	42%	-	-	-	22%	11%	*	39%	38%	33%	*
	2023	37%	38%	32%	25%	17%	30%	-	-	-	60%	14%	*	31%	36%	26%	*
Reading and Mathematics Including EOC	2024	36%	33%	39%	42%	33%	42%	-	-	-	22%	11%	*	39%	38%	33%	*
	2023	38%	39%	32%	25%	17%	30%	-	-	-	60%	14%	*	31%	36%	26%	*
Reading Including EOC	2024	54%	54%	53%	50%	33%	58%	-	-	-	44%	22%	*	55%	48%	46%	*
	2023	55%	58%	57%	44%	83%	53%	-	-	-	70%	29%	*	57%	57%	50%	*
Math Including EOC	2024	40%	38%	51%	50%	67%	51%	-	-	-	44%	11%	*	49%	57%	48%	*
	2023	43%	43%	32%	25%	17%	29%	-	-	-	60%	14%	*	31%	35%	25%	*
8th Graders																	
Reading and Mathematics	2024	28%	32%	24%	13%	40%	22%	*	-	-	22%	13%	*	24%	23%	25%	*
	2023	31%	35%	50%	50%	40%	54%	-	-	-	*	14%	-	49%	53%	46%	*
Reading and Mathematics Including EOC	2024	41%	42%	35%	20%	50%	34%	*	-	-	36%	13%	*	33%	39%	33%	*
	2023	44%	43%	57%	57%	40%	59%	-	*	-	*	14%	-	57%	58%	52%	*
Reading Including EOC	2024	57%	58%	68%	60%	67%	64%	*	-	-	91%	25%	*	67%	72%	68%	*
	2023	58%	58%	80%	71%	60%	84%	-	*	-	*	29%	-	78%	84%	71%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	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)
Math Including EOC	2024	49%	49%	36%	20%	67%	34%	*	-	-	36%	13%	*	35%	39%	35%	*
	2023	51%	51%	62%	57%	60%	63%	-	*	-	*	29%	-	63%	58%	58%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	34%	39%	27%	45%	41%	*	*	-	37%	13%	47%	38%	39%	33%	43%
	2023	37%	36%	44%	34%	42%	47%	-	*	*	40%	24%	29%	45%	41%	37%	50%
Reading and Mathematics Including EOC	2024	38%	36%	40%	28%	46%	42%	*	*	-	39%	13%	47%	40%	41%	34%	43%
	2023	39%	38%	45%	36%	42%	48%	-	*	*	41%	24%	29%	47%	42%	38%	50%
Reading Including EOC	2024	54%	52%	61%	52%	56%	65%	*	*	-	61%	25%	65%	64%	56%	55%	50%
	2023	53%	53%	64%	52%	67%	67%	-	*	*	59%	30%	43%	66%	61%	57%	79%
Math Including EOC	2024	45%	43%	46%	30%	59%	47%	*	*	-	47%	13%	76%	45%	50%	41%	64%
	2023	47%	46%	53%	42%	47%	56%	-	*	*	51%	28%	50%	54%	52%	47%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region08	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	2024	67%	63%	78%	63%	92%	83%	*	-	-	60%	67%	*	78%	79%	80%	*
	2023	55%	51%	70%	*	100%	65%	-	-	-	58%	50%	*	68%	78%	70%	*
Grade 4 Mathematics	2024	60%	57%	52%	56%	83%	46%	*	-	-	60%	38%	*	49%	58%	54%	*
	2023	63%	61%	79%	*	83%	81%	-	-	-	75%	57%	*	79%	78%	75%	*
Grade 5 ELA/Reading	2024	70%	65%	55%	*	71%	54%	-	-	-	33%	0%	*	57%	50%	50%	*
	2023	65%	61%	52%	43%	50%	51%	-	*	-	67%	17%	*	59%	42%	50%	50%
Grade 5 Mathematics	2024	65%	63%	33%	*	57%	27%	-	-	-	33%	10%	*	33%	33%	27%	*
	2023	71%	69%	53%	50%	56%	49%	-	*	-	67%	100%	*	50%	58%	53%	40%
Grade 6 ELA/Reading	2024	61%	62%	65%	65%	50%	72%	*	*	-	50%	33%	*	64%	67%	64%	60%
	2023	51%	51%	54%	30%	40%	59%	-	-	-	60%	56%	60%	56%	47%	56%	*
Grade 6 Mathematics	2024	48%	46%	63%	80%	61%	61%	*	*	-	67%	39%	*	64%	62%	60%	70%
	2023	54%	48%	69%	55%	80%	67%	-	-	-	85%	63%	70%	70%	66%	68%	*
Grade 7 ELA/Reading	2024	66%	66%	59%	64%	25%	61%	-	-	-	67%	39%	*	56%	66%	60%	*
	2023	71%	73%	59%	39%	100%	57%	-	-	-	65%	42%	*	64%	50%	55%	*
Grade 7 Mathematics	2024	49%	50%	54%	68%	75%	50%	-	-	-	39%	22%	*	55%	50%	51%	*
	2023	56%	57%	59%	75%	17%	60%	-	-	-	65%	92%	*	57%	62%	59%	*
Grade 8 ELA/Reading	2024	69%	68%	78%	85%	67%	76%	*	-	-	86%	50%	*	75%	88%	78%	*
	2023	63%	66%	85%	93%	*	86%	-	*	-	*	50%	-	84%	88%	80%	*
Grade 8 Mathematics	2024	66%	69%	58%	31%	80%	60%	*	-	-	56%	50%	*	60%	50%	53%	*
	2023	74%	76%	85%	100%	*	81%	-	-	-	*	57%	-	83%	88%	87%	*
End of Course English I	2024	64%	63%	49%	56%	*	51%	-	*	-	*	22%	-	49%	48%	50%	*
	2023	57%	59%	50%	45%	43%	51%	*	-	-	*	23%	*	55%	43%	40%	*
End of Course English II	2024	69%	69%	75%	85%	58%	73%	*	-	-	*	42%	*	84%	63%	74%	*
	2023	74%	79%	91%	81%	100%	93%	-	-	-	78%	69%	*	91%	91%	82%	*
End of Course Algebra I	2024	72%	69%	43%	30%	40%	46%	-	-	-	40%	67%	-	41%	48%	38%	*
	2023	76%	73%	82%	85%	80%	81%	*	*	-	*	73%	*	89%	70%	73%	*
All Grades Both Subjects	2024	64%	62%	59%	63%	60%	59%	57%	*	-	56%	40%	68%	59%	60%	58%	53%
	2023	64%	63%	68%	62%	69%	68%	*	*	-	70%	56%	56%	70%	64%	64%	65%
All Grades ELA/Reading	2024	67%	65%	66%	70%	56%	67%	*	*	-	62%	40%	76%	66%	65%	66%	41%
	2023	63%	63%	66%	55%	72%	67%	*	*	-	67%	43%	42%	69%	60%	60%	63%
All Grades Mathematics	2024	60%	59%	51%	53%	66%	49%	*	*	-	50%	39%	57%	51%	52%	48%	68%
	2023	66%	64%	70%	71%	65%	69%	*	*	-	74%	72%	73%	71%	68%	68%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	41%	71%	*	*	*	-	-	-	*	60%	-	*	*	60%	-
	2023	33%	33%	40%	*	-	*	-	-	-	*	*	*	*	*	40%	-
Grade 4 Mathematics	2024	26%	25%	50%	-	*	*	-	-	-	*	40%	-	*	*	60%	-
	2023	27%	25%	40%	*	-	*	-	-	-	*	*	*	*	*	40%	-

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region08	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)
Grade 5 ELA/Reading	2024	35%	33%	*	-	-	*	-	-	-	*	*	-	*	-	*	-
	2023	37%	32%	33%	*	-	*	-	-	-	*	*	-	*	*	40%	-
Grade 5 Mathematics	2024	41%	44%	*	*	-	*	-	-	-	*	*	-	*	*	*	-
	2023	48%	51%	50%	*	*	50%	-	-	-	*	*	-	29%	71%	55%	-
Grade 6 ELA/Reading	2024	24%	25%	30%	*	-	*	-	-	-	*	0%	*	40%	20%	33%	-
	2023	26%	25%	43%	*	-	*	-	-	-	*	40%	*	50%	*	*	-
Grade 6 Mathematics	2024	27%	26%	55%	*	*	60%	-	-	-	*	40%	-	43%	*	60%	-
	2023	35%	34%	60%	*	*	60%	-	-	-	*	40%	*	57%	*	80%	*
Grade 7 ELA/Reading	2024	23%	21%	27%	*	*	17%	-	-	-	*	20%	-	20%	33%	38%	-
	2023	39%	44%	17%	*	-	*	-	-	-	-	*	-	*	20%	*	-
Grade 7 Mathematics	2024	14%	15%	20%	*	*	20%	-	-	-	-	17%	-	33%	*	14%	*
	2023	22%	25%	7%	*	-	0%	-	-	-	*	0%	-	10%	0%	11%	-
Grade 8 ELA/Reading	2024	34%	33%	38%	*	-	33%	-	-	-	-	20%	-	40%	*	40%	-
	2023	39%	42%	63%	*	-	50%	-	-	-	*	*	-	67%	*	40%	-
Grade 8 Mathematics	2024	44%	45%	39%	*	*	31%	*	-	-	*	43%	-	39%	40%	50%	-
	2023	49%	51%	67%	*	*	54%	-	-	-	*	40%	-	62%	80%	60%	-
End of Course English I	2024	20%	17%	14%	*	-	17%	-	-	-	-	0%	-	*	*	0%	-
	2023	26%	32%	25%	*	*	40%	-	-	-	-	14%	-	20%	*	20%	*
End of Course English II	2024	29%	30%	0%	*	*	*	-	-	-	-	0%	-	*	*	0%	*
	2023	41%	49%	67%	*	-	75%	-	-	-	*	43%	*	86%	40%	50%	-
End of Course Algebra I	2024	55%	58%	18%	*	-	22%	-	-	-	*	20%	-	20%	17%	29%	-
	2023	58%	62%	69%	80%	*	57%	-	-	-	-	75%	-	100%	33%	67%	*
All Grades Both Subjects	2024	32%	33%	32%	29%	50%	29%	*	-	-	31%	21%	*	31%	32%	35%	*
	2023	38%	40%	47%	50%	57%	43%	-	-	-	60%	29%	80%	49%	45%	47%	*
All Grades ELA/Reading	2024	30%	29%	28%	31%	*	27%	-	-	-	33%	14%	*	25%	32%	28%	*
	2023	35%	37%	44%	42%	*	45%	-	-	-	50%	24%	*	48%	38%	42%	*
All Grades Mathematics	2024	35%	36%	34%	27%	67%	31%	*	-	-	29%	29%	-	36%	32%	41%	*
	2023	40%	42%	49%	57%	67%	41%	-	-	-	67%	35%	*	49%	50%	51%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
English as a Second Language (ELL)
HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	76%	82%	-	-	-	-	-	-	78%	100%	75%	-	-	83%	78%	83%
	2023	76%	78%	86%	-	-	-	-	-	-	88%	100%	86%	-	-	86%	88%	-
At Meets Grade Level or Above	2024	48%	48%	54%	-	-	-	-	-	-	46%	33%	48%	-	-	54%	46%	67%
	2023	49%	50%	59%	-	-	-	-	-	-	56%	60%	56%	-	-	59%	56%	-
At Masters Grade Level	2024	20%	17%	18%	-	-	-	-	-	-	15%	0%	18%	-	-	18%	15%	0%
	2023	20%	18%	22%	-	-	-	-	-	-	27%	0%	31%	-	-	21%	27%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	78%	85%	-	-	-	-	-	-	79%	*	75%	-	-	85%	79%	*
	2023	77%	79%	89%	-	-	-	-	-	-	88%	*	87%	-	-	89%	88%	-
At Meets Grade Level or Above	2024	54%	54%	64%	-	-	-	-	-	-	42%	*	44%	-	-	65%	42%	*
	2023	53%	55%	67%	-	-	-	-	-	-	71%	*	67%	-	-	67%	71%	-
At Masters Grade Level	2024	22%	19%	25%	-	-	-	-	-	-	21%	*	25%	-	-	25%	21%	*
	2023	20%	19%	24%	-	-	-	-	-	-	29%	*	33%	-	-	23%	29%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	73%	81%	-	-	-	-	-	-	88%	*	86%	-	-	81%	88%	-
	2023	75%	77%	86%	-	-	-	-	-	-	94%	*	93%	-	-	86%	94%	-
At Meets Grade Level or Above	2024	43%	43%	45%	-	-	-	-	-	-	59%	*	64%	-	-	44%	59%	-
	2023	45%	45%	55%	-	-	-	-	-	-	50%	*	57%	-	-	55%	50%	-
At Masters Grade Level	2024	17%	14%	12%	-	-	-	-	-	-	12%	*	14%	-	-	12%	12%	-
	2023	19%	16%	21%	-	-	-	-	-	-	31%	*	36%	-	-	21%	31%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	82%	-	-	-	-	-	-	71%	-	71%	-	-	83%	71%	-
	2023	77%	78%	82%	-	-	-	-	-	-	67%	*	60%	-	-	83%	67%	-
At Meets Grade Level or Above	2024	43%	43%	51%	-	-	-	-	-	-	29%	-	29%	-	-	51%	29%	-
	2023	47%	47%	51%	-	-	-	-	-	-	50%	*	40%	-	-	51%	50%	-
At Masters Grade Level	2024	16%	12%	15%	-	-	-	-	-	-	14%	-	14%	-	-	15%	14%	-
	2023	18%	15%	15%	-	-	-	-	-	-	17%	*	20%	-	-	15%	17%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	77%	77%	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
	2023	78%	77%	79%	-	-	-	-	-	-	*	-	*	-	-	79%	*	-
At Meets Grade Level or Above	2024	51%	49%	47%	-	-	-	-	-	-	*	-	*	-	-	48%	*	*
	2023	52%	49%	52%	-	-	-	-	-	-	*	-	*	-	-	52%	*	-
At Masters Grade Level	2024	27%	22%	17%	-	-	-	-	-	-	*	-	*	-	-	18%	*	*
	2023	27%	23%	25%	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	School Year	State	Region 08	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	62%	59%	-	-	-	-	-	-	53%	*	50%	-	-	60%	53%	*
	2023	64%	63%	68%	-	-	-	-	-	-	65%	*	66%	-	-	68%	65%	-
All Grades ELA/Reading	2024	67%	65%	66%	-	-	-	-	-	-	41%	*	39%	-	-	67%	41%	*
	2023	63%	63%	66%	-	-	-	-	-	-	63%	*	60%	-	-	66%	63%	-
All Grades Mathematics	2024	60%	59%	51%	-	-	-	-	-	-	68%	*	63%	-	-	51%	68%	-
	2023	66%	64%	70%	-	-	-	-	-	-	67%	*	71%	-	-	70%	67%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	33%	32%	-	-	-	-	-	-	*	-	*	-	-	32%	*	-
	2023	38%	40%	47%	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
All Grades ELA/Reading	2024	30%	29%	28%	-	-	-	-	-	-	*	-	*	-	-	29%	*	-
	2023	35%	37%	44%	-	-	-	-	-	-	*	-	*	-	-	45%	*	-
All Grades Mathematics	2024	35%	36%	34%	-	-	-	-	-	-	*	-	*	-	-	35%	*	-
	2023	40%	42%	49%	-	-	-	-	-	-	*	-	*	-	-	49%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	94%	93%	95%	100%	*	-	99%	95%	98%	97%	91%	95%	85%
Not Included in Accountability: Mobile	4%	4%	4%	6%	1%	5%	0%	*	-	1%	4%	2%	2%	7%	4%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	6%	0%	0%	*	-	0%	1%	0%	0%	1%	1%	15%
Not Tested	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	93%	95%	95%	91%	96%	*	*	-	98%	95%	95%	97%	92%	96%	83%
Not Included in Accountability: Mobile	4%	5%	4%	5%	2%	4%	*	*	-	2%	4%	5%	2%	6%	3%	0%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	7%	0%	*	*	-	0%	1%	0%	1%	1%	1%	17%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	99%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	96%	93%	94%	96%	*	*	-	98%	96%	100%	98%	92%	96%	89%
Not Included in Accountability: Mobile	5%	5%	3%	7%	2%	3%	*	*	-	2%	4%	0%	2%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	4%	0%	*	*	-	0%	0%	0%	0%	1%	1%	11%
Not Tested	1%	1%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	94%	96%	94%	93%	*	*	-	100%	96%	100%	98%	87%	94%	88%
Not Included in Accountability: Mobile	4%	4%	5%	4%	0%	7%	*	*	-	0%	4%	0%	2%	12%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	6%	0%	*	*	-	0%	0%	0%	0%	2%	1%	13%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	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)
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	94%	95%	94%	93%	*	-	-	100%	95%	*	97%	88%	92%	*
Not Included in Accountability: Mobile	4%	4%	5%	5%	0%	6%	*	-	-	0%	0%	*	3%	10%	6%	*
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	6%	1%	*	-	-	0%	5%	*	1%	2%	2%	*
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	93%	89%	-	*	87%	-	-	-	*	-	-	92%	80%	*	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	89%	93%	96%	*	100%	*	98%	94%	90%	98%	91%	95%	80%
Not Included in Accountability: Mobile	4%	5%	4%	10%	5%	4%	*	0%	*	2%	5%	10%	2%	9%	5%	14%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	2%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	6%
Not Tested	1%	0%	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	95%	92%	90%	96%	*	*	*	98%	94%	91%	97%	91%	95%	74%
Not Included in Accountability: Mobile	4%	5%	4%	8%	5%	4%	*	*	*	2%	4%	9%	2%	9%	4%	13%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	5%	0%	*	*	*	0%	1%	0%	1%	0%	1%	13%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	98%	100%	100%	*	*	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	89%	93%	97%	*	*	*	98%	95%	89%	98%	90%	95%	84%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	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)
Not Included in Accountability: Mobile	5%	5%	4%	9%	7%	3%	*	*	*	2%	5%	11%	2%	9%	4%	16%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	2%	0%	0%	*	*	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	2%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	81%	95%	95%	*	*	-	100%	90%	88%	97%	89%	92%	86%
Not Included in Accountability: Mobile	4%	5%	6%	19%	5%	5%	*	*	-	0%	10%	13%	3%	11%	8%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	-	100%	100%	100%	*
Included in Accountability	94%	95%	98%	94%	100%	98%	-	*	-	100%	95%	-	99%	96%	97%	*
Not Included in Accountability: Mobile	4%	5%	2%	6%	0%	2%	-	*	-	0%	5%	-	1%	4%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	93%	96%	-	*	95%	-	-	-	-	-	-	96%	-	89%	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.2%	94.8%	94.8%	94.9%	94.8%	*	*	-	94.3%	93.7%	94.1%	95.5%
2021-22	92.2%	93.1%	94.2%	94.5%	94.7%	94.1%	-	*	*	93.9%	93.5%	93.5%	95.2%
Chronic Absenteeism													
2022-23	20.3%	16.8%	13.6%	14.7%	11.9%	12.6%	*	*	-	21.7%	20.0%	16.7%	6.9%
2021-22	25.7%	23.2%	16.5%	14.6%	16.3%	16.8%	-	*	*	17.9%	20.0%	19.2%	20.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	1.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.2%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	1.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	94.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	93.3%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Continued HS	3.5%	1.0%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.4%	5.4%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Graduates and TxCHSE	90.0%	93.6%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.6%	94.6%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	94.0%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Continued HS	1.0%	0.3%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.8%	5.4%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Graduates and TxCHSE	92.2%	94.3%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.2%	94.6%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	94.4%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	95.0%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.5%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.3%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Class of 2020													
Graduated	92.7%	96.6%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	2.9%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	96.9%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	97.1%	100.0%	100.0%	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	94.2%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022	89.7%	93.3%	100.0%	100.0%	*	100.0%	-	-	-	100.0%	100.0%	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	-	100.0%	*
Class of 2022	59.5%	97.4%	100.0%	*	*	100.0%	-	-	-	*	-	100.0%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	6.3%	20.8%	0.0%	*	33.3%	-	-	-	*	14.3%	27.3%	*
Class of 2022	3.7%	6.4%	14.3%	33.3%	-	7.7%	-	-	-	*	33.3%	15.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	79.3%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	*
Class of 2022	84.3%	78.6%	0.0%	0.0%	-	0.0%	-	-	-	*	0.0%	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	85.8%	74.3%	33.3%	66.7%	84.6%	-	-	-	*	14.3%	76.5%	*
Class of 2022	88.0%	85.1%	58.3%	60.0%	*	53.8%	-	-	-	66.7%	33.3%	56.4%	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	-	100.0%	*
2021-22	23.6%	97.4%	100.0%	*	*	100.0%	-	-	-	*	-	100.0%	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.2%	20.0%	0.0%	20.0%	33.3%	-	-	-	*	12.5%	27.3%	*
2021-22	3.9%	6.4%	14.7%	33.3%	-	8.0%	-	-	-	*	28.6%	16.7%	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	78.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	82.3%	77.8%	0.0%	0.0%	-	0.0%	-	-	-	*	0.0%	0.0%	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.2%	73.3%	33.3%	60.0%	84.6%	-	-	-	*	12.5%	76.5%	*
2021-22	86.0%	84.3%	59.7%	60.0%	*	55.8%	-	-	-	66.7%	28.6%	59.5%	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	75	100.0%	377,367	100.0%
By Ethnicity:				
African American	9	12.0%	46,822	12.4%
Hispanic	10	13.3%	197,333	52.3%
White	52	69.3%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	0	0.0%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	4	5.3%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	50	66.7%	270	0.1%
Foundation H.S. Program (No Endorsement)	20	26.7%	49,278	13.1%
Foundation H.S. Program (Endorsement)	5	6.7%	16,475	4.4%
Foundation H.S. Program (DLA)	0	0.0%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	8	10.7%	34,589	9.2%
Economically Disadvantaged Graduates	34	45.3%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	4.0%	50,229	13.3%
At-Risk Graduates	16	21.3%	168,430	44.6%
CTE Completers	15	20.0%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

Academic Year	State	Region 08	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)													
2022-23	76.3%	77.8%	66.2%	62.5%	50.0%	73.1%	-	-	-	*	75.0%	64.7%	*
2021-22	70.0%	71.4%	51.4%	40.0%	*	53.8%	-	-	-	33.3%	42.9%	40.5%	-
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	59.9%	52.7%	25.0%	20.0%	67.3%	-	-	-	*	12.5%	44.1%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	46.5%	29.3%	11.1%	10.0%	38.5%	-	-	-	*	0.0%	26.5%	*
2021-22	57.1%	40.5%	19.4%	10.0%	*	21.2%	-	-	-	0.0%	0.0%	18.9%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	41.9%	34.7%	22.2%	10.0%	44.2%	-	-	-	*	0.0%	35.3%	*
2021-22	48.2%	34.2%	19.4%	10.0%	*	23.1%	-	-	-	16.7%	0.0%	18.9%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	32.3%	26.7%	11.1%	10.0%	34.6%	-	-	-	*	0.0%	23.5%	*
2021-22	42.2%	27.2%	16.7%	10.0%	*	21.2%	-	-	-	0.0%	0.0%	13.5%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	5.5%	4.0%	0.0%	10.0%	3.8%	-	-	-	*	0.0%	2.9%	*
2021-22	20.5%	5.6%	4.2%	0.0%	*	5.8%	-	-	-	0.0%	0.0%	0.0%	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	2.4%	1.4%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	42.2%	50.7%	22.2%	20.0%	65.4%	-	-	-	*	0.0%	44.1%	*
2021-22	24.0%	39.8%	47.2%	20.0%	*	51.9%	-	-	-	33.3%	14.3%	35.1%	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	4.4%	0.1%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.9%	1.3%	0.0%	0.0%	1.9%	-	-	-	*	12.5%	0.0%	*
2021-22	5.0%	5.0%	2.8%	20.0%	*	0.0%	-	-	-	0.0%	28.6%	5.4%	-
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	42.8%	27.0%	37.5%	30.0%	25.0%	-	-	-	*	75.0%	29.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	38.2%	22.7%	11.1%	20.0%	25.0%	-	-	-	*	37.5%	23.5%	*
2021-22	28.0%	33.9%	1.4%	0.0%	*	1.9%	-	-	-	0.0%	14.3%	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	2.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	0.7%	0.6%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.8%	5.3%	22.2%	10.0%	1.9%	-	-	-	*	50.0%	5.9%	*
2021-22	2.5%	3.4%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

‡ Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	17.7%	5.3%	11.1%	0.0%	5.8%	-	-	-	*	0.0%	2.9%	*
	2021-22	22.8%	18.5%	4.2%	0.0%	*	1.9%	-	-	-	0.0%	0.0%	5.4%	-
Mathematics	2022-23	19.9%	18.7%	14.7%	22.2%	0.0%	17.3%	-	-	-	*	0.0%	17.6%	*
	2021-22	18.7%	8.9%	2.8%	0.0%	*	3.8%	-	-	-	0.0%	0.0%	2.7%	-
Both Subjects	2022-23	12.5%	9.9%	2.7%	11.1%	0.0%	1.9%	-	-	-	*	0.0%	0.0%	*
	2021-22	12.6%	6.0%	1.4%	0.0%	*	1.9%	-	-	-	0.0%	0.0%	0.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	19.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021-22	11.7%	11.5%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Mathematics	2022-23	20.2%	15.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021-22	14.0%	13.8%	1.4%	0.0%	*	0.0%	-	-	-	16.7%	0.0%	2.7%	-
Both Subjects	2022-23	12.5%	9.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021-22	7.5%	7.8%	0.0%	0.0%	*	0.0%	-	-	-	0.0%	0.0%	0.0%	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	6.5%	10.3%	0.0%	6.3%	13.6%	-	*	-	0.0%	0.0%	5.5%	*
	2022	23.0%	7.0%	10.5%	12.5%	0.0%	12.6%	-	-	-	0.0%	0.0%	8.2%	*
English Language Arts	2023	13.8%	3.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2022	13.2%	3.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Mathematics	2023	7.0%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2022	6.9%	1.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Science	2023	10.3%	1.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2022	9.6%	2.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Social Studies	2023	13.1%	2.4%	10.3%	0.0%	6.3%	13.6%	-	*	-	0.0%	0.0%	5.5%	*
	2022	12.5%	2.2%	10.5%	12.5%	0.0%	12.6%	-	-	-	0.0%	0.0%	8.2%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	56.5%	20.0%	-	*	14.3%	-	-	-	-	-	*	-
	2022	53.3%	53.1%	18.8%	*	-	21.4%	-	-	-	-	-	0.0%	-
English Language Arts	2023	52.3%	65.6%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	62.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	52.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	47.0%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	42.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	34.1%	20.0%	-	*	14.3%	-	-	-	-	-	*	-
	2022	41.9%	34.2%	18.8%	*	-	21.4%	-	-	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	61.7%	86.7%	66.7%	80.0%	90.4%	-	-	-	*	25.0%	88.2%	*
	2021-22	71.5%	58.1%	59.7%	70.0%	*	55.8%	-	-	-	50.0%	28.6%	51.4%	-
At/Above Criterion for All Examinees	2022-23	28.9%	22.6%	26.2%	0.0%	12.5%	34.0%	-	-	-	*	*	20.0%	*
	2021-22	32.1%	24.1%	27.9%	14.3%	*	37.9%	-	-	-	*	*	26.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1006	*	*	-	*	-	-	-	-	-	*	-
	2021-22	1001	1007	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2022-23	497	510	*	*	-	*	-	-	-	-	-	*	-
	2021-22	506	513	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	482	496	*	*	-	*	-	-	-	-	-	*	-
	2021-22	496	494	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	19.1	19.8	15.8	18.0	21.1	-	-	-	*	*	19.0	*
	2021-22	19.5	19.1	20.2	16.1	18.8	22.0	-	-	-	15.0	12.5	20.1	-
English Language Arts	2022-23	18.8	18.8	19.5	14.6	17.1	21.1	-	-	-	*	*	18.4	*
	2021-22	19.2	19.0	20.2	15.7	18.6	22.2	-	-	-	14.2	12.8	20.3	-
Mathematics	2022-23	18.9	18.6	20.0	16.2	18.8	21.1	-	-	-	*	*	19.2	*
	2021-22	19.3	18.6	19.8	16.7	18.0	21.1	-	-	-	17.7	13.0	19.3	-
Science	2022-23	19.5	19.5	19.7	17.0	18.5	20.6	-	-	-	*	*	19.3	*
	2021-22	19.8	19.5	20.1	16.6	20.0	21.8	-	-	-	12.7	12.0	19.9	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	41.1%	49.1%	42.9%	40.6%	52.1%	*	*	-	42.9%	47.5%	47.5%	25.0%
	2021-22	44.2%	40.7%	49.7%	48.6%	50.0%	50.9%	-	-	-	39.1%	44.1%	46.7%	40.0%
English Language Arts	2022-23	17.4%	14.5%	14.3%	7.5%	11.1%	16.0%	*	*	-	17.6%	18.9%	14.1%	0.0%
	2021-22	16.6%	13.5%	12.2%	16.7%	16.7%	11.7%	-	-	-	4.5%	18.2%	13.3%	20.0%
Mathematics	2022-23	19.5%	18.8%	16.3%	8.8%	11.1%	19.6%	*	*	-	6.3%	0.0%	11.4%	0.0%
	2021-22	19.9%	20.1%	15.4%	0.0%	13.8%	18.8%	-	-	-	6.3%	0.0%	11.6%	*
Science	2022-23	21.5%	25.4%	35.5%	35.1%	39.3%	36.1%	*	*	-	22.2%	32.4%	35.9%	28.6%
	2021-22	21.1%	25.4%	38.2%	39.4%	33.3%	38.6%	-	-	-	40.0%	32.3%	37.7%	20.0%
Social Studies	2022-23	24.0%	16.1%	17.1%	5.4%	19.4%	19.8%	*	*	-	10.0%	0.0%	8.8%	0.0%
	2021-22	22.8%	15.6%	23.7%	6.5%	17.9%	28.9%	-	-	-	9.5%	0.0%	16.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	889	100.0%	5,517,464	100.0%	890	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	3	0.3%	18,968	0.3%	4	0.4%	26,847	0.5%
Pre-Kindergarten	39	4.4%	247,979	4.5%	39	4.4%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	39	4.4%	205,531	3.7%	39	4.4%	205,907	3.7%
Kindergarten	47	5.3%	361,329	6.5%	47	5.3%	361,799	6.5%
Grade 1	45	5.1%	385,096	7.0%	45	5.1%	385,471	7.0%
Grade 2	69	7.8%	402,233	7.3%	69	7.8%	402,576	7.3%
Grade 3	49	5.5%	399,869	7.2%	49	5.5%	400,181	7.2%
Grade 4	65	7.3%	399,137	7.2%	65	7.3%	399,422	7.2%
Grade 5	42	4.7%	399,200	7.2%	42	4.7%	399,419	7.2%
Grade 6	69	7.8%	400,347	7.3%	69	7.8%	400,511	7.2%
Grade 7	74	8.3%	405,118	7.3%	74	8.3%	405,298	7.3%
Grade 8	78	8.8%	414,033	7.5%	78	8.8%	414,195	7.5%
Grade 9	77	8.7%	472,595	8.6%	77	8.7%	472,783	8.5%
Grade 10	79	8.9%	439,091	8.0%	79	8.9%	439,298	7.9%
Grade 11	90	10.1%	406,681	7.4%	90	10.1%	406,966	7.4%
Grade 12	63	7.1%	365,788	6.6%	63	7.1%	367,894	6.7%
Ethnic Distribution								
African American	103	11.6%	706,235	12.8%	103	11.6%	707,609	12.8%
Hispanic	81	9.1%	2,936,051	53.2%	81	9.1%	2,942,144	53.2%
White	597	67.2%	1,379,090	25.0%	597	67.1%	1,384,437	25.0%
American Indian	5	0.6%	17,886	0.3%	5	0.6%	17,939	0.3%
Asian	3	0.3%	295,946	5.4%	3	0.3%	296,367	5.4%
Pacific Islander	1	0.1%	8,831	0.2%	1	0.1%	8,844	0.2%
Two or More Races	99	11.1%	173,425	3.1%	100	11.2%	173,896	3.1%
Sex								
Female	430	48.4%	2,695,318	48.9%	430	48.3%	2,700,356	48.8%
Male	459	51.6%	2,822,146	51.1%	460	51.7%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	525	59.1%	3,434,955	62.3%	526	59.1%	3,439,856	62.2%
Non-Educationally Disadvantaged	364	40.9%	2,082,509	37.7%	364	40.9%	2,091,380	37.8%
Section 504 Students	137	15.4%	399,808	7.2%	137	15.4%	400,078	7.2%
EB Students/EL	28	3.1%	1,344,804	24.4%	28	3.1%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	10	1.0%	105,976	1.9%				
Students w/ Dyslexia	113	12.7%	329,004	6.0%	113	12.7%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	3	0.3%	12,418	0.2%	3	0.3%	12,469	0.2%
Homeless	11	1.2%	77,809	1.4%	11	1.2%	77,942	1.4%
Immigrant	0	0.0%	158,717	2.9%	0	0.0%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	889	100.0%	3,624,288	65.7%	890	100.0%	3,632,539	65.7%
Military Connected	3	0.3%	212,919	3.9%	3	0.3%	213,035	3.9%
At-Risk	345	38.8%	2,937,834	53.2%	345	38.8%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	28	3.1%	1,350,113	24.5%	28	3.1%	1,350,920	24.4%
Career and Technical Education	365	41.1%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	239	77.3%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	68	7.6%	469,054	8.5%	68	7.6%	469,170	8.5%
Special Education	122	13.7%	764,858	13.9%	123	13.8%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	122		764,858					
Students with Intellectual Disabilities	79	64.8%	349,307	45.7%				
Students with Physical Disabilities	20	16.4%	144,191	18.9%				
Students with Autism	9	7.4%	124,254	16.2%				
Students with Behavioral Disabilities	9	7.4%	134,373	17.6%				
Students with Non-Categorical Early Childhood	5	4.1%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	91	10.4%	864,058	16.1%				
African American	17	1.9%	181,855	3.4%				
Hispanic	9	1.0%	455,070	8.5%				
White	60	6.9%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	0	0.0%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	5	0.6%	29,274	0.5%				
Special Ed Students who are Mobile	19	14.6%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	6.9%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	66	12.9%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	97	13.2%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	14.3%	3.9%
Grade 1	1.8%	2.1%	0.0%	3.3%
Grade 2	5.4%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.4%	7.9%	0.0%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	10	2.0%	5,974	0.2%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	15.3	18.4
Grade 1	15.0	18.8
Grade 2	16.9	19.1
Grade 3	15.5	19.4
Grade 4	20.3	19.4
Grade 5	13.1	20.9
Grade 6	15.2	19.2
Secondary		
English/Language Arts	12.2	16.3
Foreign Languages	19.9	18.8
Mathematics	14.5	17.5
Science	15.4	18.5
Social Studies	17.4	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	154.9	100.0%	775,882.5	100.0%
Professional Staff	99.1	64.0%	496,151.0	63.9%
Teachers	72.8	47.0%	374,799.9	48.3%
Professional Support	13.2	8.5%	86,026.7	11.1%
Campus Administration (School Leadership)	8.5	5.5%	25,836.1	3.3%
Central Administration	4.6	3.0%	9,488.3	1.2%
Educational Aides	21.0	13.6%	88,200.6	11.4%
Auxiliary Staff	34.8	22.5%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	3.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	22.9	14.8%	421,896.4	54.4%
Teachers by Ethnicity				
African American	3.0	4.1%	47,341.1	12.6%
Hispanic	1.0	1.4%	112,921.8	30.1%
White	65.8	90.4%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	3.0	4.1%	4,726.6	1.3%
Teachers by Sex				
Males	18.5	25.4%	91,815.2	24.5%
Females	54.3	74.6%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	9,453.8	2.5%
Bachelors	52.3	71.8%	268,886.4	71.7%
Masters	19.5	26.8%	93,414.7	24.9%
Doctorate	1.0	1.4%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	1.4%	32,507.6	8.7%
1-5 Years Experience	15.0	20.6%	102,619.4	27.4%
6-10 Years Experience	16.0	22.0%	75,585.4	20.2%
11-20 Years Experience	25.7	35.4%	101,415.3	27.1%
21-30 Years Experience	10.5	14.5%	51,471.9	13.7%
Over 30 Years Experience	4.5	6.2%	11,200.2	3.0%
Number of Students per Teacher	12.2	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	6.8	6.0
Average Years Experience of Principals with District	4.3	5.1
Average Years Experience of Assistant Principals	2.2	5.1
Average Years Experience of Assistant Principals with District	2.0	4.3
Average Years Experience of Teachers	14.4	11.1
Average Years Experience of Teachers with District	8.4	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$24,353	\$54,272
1-5 Years Experience	\$39,561	\$58,185
6-10 Years Experience	\$48,423	\$61,494
11-20 Years Experience	\$55,224	\$65,219
21-30 Years Experience	\$59,152	\$69,723
Over 30 Years Experience	\$53,141	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$50,514	\$62,474
Professional Support	\$59,564	\$73,783
Campus Administration (School Leadership)	\$79,366	\$86,738
Central Administration	\$113,526	\$116,028
Instructional Staff Percent	62.1%	65.0%
Turnover Rate for Teachers	12.5%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	-	-	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 HOOKS ISD (019902) - BOWIE COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	22,656.0	6.0%
Career and Technical Education	9.3	12.7%	20,454.1	5.5%
Compensatory Education	3.5	4.8%	11,626.3	3.1%
Gifted and Talented Education	0.8	1.1%	6,181.4	1.6%
Regular Education	54.4	74.7%	261,452.4	69.8%
Special Education	3.6	4.9%	38,736.9	10.3%
Other	1.3	1.8%	13,749.8	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 - 2023 Actual Financial Data
Totals for HOOKS ISD (019902)
Total Enrolled Membership: 920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$1,879,199	16.04%	\$2,043	\$1,879,199	13.05%	\$2,043	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$9,062,232	77.34%	\$9,850	\$9,152,318	63.54%	\$9,948	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$154,854	1.32%	\$168	\$2,598,101	18.04%	\$2,824	\$14,132,922,804	20.03%	\$2,568
Other Local	\$620,363	5.29%	\$674	\$775,250	5.38%	\$843	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$11,716,648	100.00%	\$12,735	\$14,404,868	100.00%	\$15,657	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$578,896	47.61%	\$629	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$270,616	22.26%	\$294	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$58,323	4.80%	\$63	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$308,097	100.00%	\$335	\$308,097	25.34%	\$335	\$879,081,869	7.47%	\$160
Total Other Revenue	\$308,097	100.00%	\$335	\$1,215,932	100.00%	\$1,322	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$12,024,745	100.00%	\$13,070	\$15,620,800	100.00%	\$16,979	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$12,024,745	100.00%	\$13,070	\$15,620,800	100.00%	\$16,979	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$505,917	100.00%	\$550	\$516,868	100.00%	\$562	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$505,917	100.00%	\$550	\$516,868	100.00%	\$562	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$12,530,662	100.00%	\$13,620	\$16,137,668	100.00%	\$17,541	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$7,291,563	76.20%	\$7,926	\$9,282,696	75.75%	\$10,090	\$53,061,122,304	77.83%	\$9,642

2022 - 2023 Actual Financial Data
Totals for HOOKS ISD (019902)
Total Enrolled Membership: 920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$1,041,819	10.89%	\$1,132	\$1,161,739	9.48%	\$1,263	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$634,205	6.63%	\$689	\$1,153,251	9.41%	\$1,254	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$601,402	6.28%	\$654	\$656,539	5.36%	\$714	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$9,568,989	100.00%	\$10,401	\$12,254,225	100.00%	\$13,320	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$1,086,278	30.43%	\$1,181	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$1,891,253	100.00%	\$2,056	\$2,483,384	69.57%	\$2,699	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$1,891,253	100.00%	\$2,056	\$3,569,662	100.00%	\$3,880	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$11,460,242	100.00%	\$12,457	\$15,823,887	100.00%	\$17,200	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$4,803,008	50.19%	\$5,221	\$6,234,322	50.87%	\$6,776	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$81,453	0.85%	\$89	\$92,454	0.75%	\$100	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$120,740	1.26%	\$131	\$134,519	1.10%	\$146	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$169,540	1.77%	\$184	\$423,135	3.45%	\$460	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$802,135	8.38%	\$872	\$803,788	6.56%	\$874	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$248,851	2.60%	\$270	\$331,046	2.70%	\$360	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$114,740	1.20%	\$125	\$114,740	0.94%	\$125	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$48,548	0.51%	\$53	\$85,781	0.70%	\$93	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$0	0.00%	\$0	\$697,214	5.69%	\$758	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$740,746	7.74%	\$805	\$749,036	6.11%	\$814	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$562,117	5.87%	\$611	\$705,349	5.76%	\$767	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$1,586,640	16.58%	\$1,725	\$1,586,640	12.95%	\$1,725	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$63,687	0.67%	\$69	\$69,417	0.57%	\$75	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$221,033	2.31%	\$240	\$221,033	1.80%	\$240	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$5,751	0.06%	\$6	\$5,751	0.05%	\$6	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4

2022 - 2023 Actual Financial Data
Totals for HOOKS ISD (019902)
Total Enrolled Membership: 920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$9,568,989	100.00%	\$10,401	\$12,254,225	100.00%	\$13,320	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,086,278	30.43%	\$1,181	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,891,253	100.00%	\$2,056	\$2,483,384	69.57%	\$2,699	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$1,891,253	100.00%	\$2,056	\$3,569,662	100.00%	\$3,880	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$11,460,242	100.00%	\$12,457	\$15,823,887	100.00%	\$17,200	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$4,314,797	45.09%	\$4,690	\$5,116,469	41.75%	\$5,561	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$39,023	0.41%	\$42	\$39,023	0.32%	\$42	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$726,086	7.59%	\$789	\$780,325	6.37%	\$848	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$460,522	4.81%	\$501	\$460,522	3.76%	\$501	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$544,593	5.69%	\$592	\$1,578,836	12.88%	\$1,716	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$14,778	0.15%	\$16	\$14,778	0.12%	\$16	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$163,288	1.71%	\$177	\$163,288	1.33%	\$177	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$60,082	0.63%	\$65	\$60,082	0.49%	\$65	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$17,810	0.19%	\$19	\$17,810	0.15%	\$19	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$557,184	5.82%	\$606	\$557,184	4.55%	\$606	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$2,670,826	27.91%	\$2,903	\$3,465,908	28.28%	\$3,767	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$9,568,989	100.00%	\$10,401	\$12,254,225	100.00%	\$13,320	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,086,278	30.43%	\$1,181	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,891,253	100.00%	\$2,056	\$2,483,384	69.57%	\$2,699	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,891,253	100.00%	\$2,056	\$3,569,662	100.00%	\$3,880	\$24,235,698,663	100.00%	\$4,404

2022 - 2023 Actual Financial Data
Totals for HOOKS ISD (019902)
Total Enrolled Membership: 920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$11,460,242	100.00%	\$12,457	\$15,823,887	100.00%	\$17,200	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$9,568,989	77.54%	\$10,401	\$12,254,225	73.36%	\$13,320	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$290,867	2.36%	\$316	\$290,867	1.74%	\$316	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$589,950	4.78%	\$641	\$589,950	3.53%	\$641	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$1,086,278	6.50%	\$1,181	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$1,891,253	15.32%	\$2,056	\$2,483,384	14.87%	\$2,699	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$12,341,059	100.00%	\$13,414	\$16,704,704	100.00%	\$18,157	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9439			0.9123		
Interest & Sinking Tax Rate				0.2950			0.2273		
Total Tax Rate				1.2389			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8056			0.8185		
Tier I Tax Rate				0.8056			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$0		\$0	\$0		\$0	\$432,562,929		\$85
Restricted Fund Balance	\$0		\$0	\$13,678,053		\$14,867	\$34,649,934,798		\$6,795
Committed Fund Balance	\$0		\$0	\$51,563		\$56	\$4,558,561,099		\$894
Assigned Fund Balance	\$1,000,000		\$1,087	\$1,000,000		\$1,087	\$4,079,140,041		\$800

2022 - 2023 Actual Financial Data
Totals for HOOKS ISD (019902)
Total Enrolled Membership: 920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	\$5,718,982		\$6,216	\$5,718,982		\$6,216	\$17,788,393,141		\$3,488
Total Fund Balance**	\$6,718,982		\$7,303	\$20,448,598		\$22,227	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$6,529,384		\$7,370	\$20,430,217		\$23,059	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$172,368		\$187	\$1,151		\$1	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$17,230		\$19	\$17,230		\$19	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$0		\$0	\$0		\$0	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$6,718,982		\$7,303	\$20,448,598		\$22,227	\$61,508,592,008		\$12,062

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

[CDN](#) |
 [Name](#) |
 [ESC](#) |
 [District Type](#) |
 [2018 FIRST Rating](#) |
 [2018 Accountability Rating](#) |
 [2019 FIRST Rating](#) |
 [2019 Accountability Rating](#) |
 [2020 FIRST Rating](#) |
 [2020 Accountability Rating](#) |
 [2021 FIRST Rating](#) |
 [2021 Accountability Rating](#) |
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 [2022-2023 Accreditation Status](#) |
 [Reason For Status](#) |
 [Notes](#)

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 entries

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ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
8	A - Superior Achievement	B	ACCREDITED		

Hooks ISD

District Improvement Plan Outline

2024-2025

The total district enrollment of Hooks ISD is 916 with the demographic make-up listed below. Enrollment by Ethnicity:

Hispanic	84	9.2%
American Indian/Alaskan	3	.33%
Asian	6	.67%
African American	121	13.21%
Hawaiian/Pacific Islander	1	.11%
White	596	65.1%
Two or More	105	11.67%
Total District Enrollment	916	100%

Strengths: Data shows the academic and overall success of the district, whether in the classroom, extra-curricular, safety, or in the community. Data driven instructional practices drive the instruction of Hooks ISD.

Areas to Grow: As an overall district, Hooks ISD will continue to grow in the area of parent and family engagement to provide additional opportunities for parents to be partners in their child's education.

- ❖ **Goal 1.** Hooks ISD will provide all staff with a foundation of support to promote leadership and success.
 - **Objective 1.** The district will provide all staff with the necessary time, resources, and professional development needed in order to become active leaders of learners.
 - **Objective 2.** The district will have a plan in place to attract and retain appropriately certified, competent personnel.

17 Strategies= 6 significant progress, 10 on track, 1 complete

- ❖ **Goal 2.** Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

- **Objective 1.** The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.
- **Objective 2.** The district will commit to addressing the diverse needs and learning styles of all students.

23 Strategies= 4 significant progress, 12 on track, 7 complete

- ❖ **Goal 3.** Hooks ISD will strengthen the instruction in the district by broadening the integration of technology into the teaching and learning taking place in the district classrooms.

- **Objective 1.** The district will educate all staff in the use of technology to effectively enhance and strengthen the instructional process.



8 Strategies= 2 significant progress, 4 on track, 2 complete

- ❖ **Goal 4.** Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

- **Objective 1.** The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

16 Strategies= 2 some progress, 3 significant progress, 7 on track, 4 complete

- ❖ **Goal 5.** Hooks ISD will facilitate family and community involvement in the growth and success of all students.

- **Objective 1.** Hooks ISD will increase community/parent involvement and support through multiple measures.

5 Strategies= 1 significant progress, 4 on track

- ❖ **Goal 6.** Hooks ISD will develop strategies to improve attendance and eliminate dropouts.

- **Objective 1.** All students will graduate from high school.

4 Strategies= 4 on track, 1 complete

- ❖ **Goal 7.** Hooks ISD will maintain equitable and adequate financing of education for all students.

- **Objective 1.** The district will manage all district funds to maximize benefits that flow to students and accommodate student growth.

5 Strategies= 4 on track, 1 complete

Highlights:

Hooks ISD has made growth in the areas of supporting academic progress with a district wide testing system called NWEA-MAP, Teacher Incentive Allotment (TIA), CTE, and safety. All of these things make Hooks ISD a competitive place to work and attend.

Hooks High School

Campus Improvement Plan Outline

2024-2025

Hooks High School has a total enrollment of 331 students, 50% economically disadvantaged. The list below outlines the demographics of HHS.

Enrollment by Ethnicity:

Hispanic	29	8.76%
American Indian/Alaskan	1	.3%
Asian	1	.3%
African American	48	14.5%
Hawaiian/Pacific Islander	0	0%
White	218	65.86%
Two or More	34	10.27%
Total Enrollment	331	100%

Strengths: The percentage of students meeting satisfactory performance levels exceeds the state average in almost all content areas. HHS has strong achievement and performance.

Growth Areas: Parental involvement and the retention and recruitment of high-quality teachers will be a focus for the campus.

• **Goal 1.** Provide all staff with a foundation of support to promote leadership and success.

- **Objective 1.** All staff will be provided with the time, resources, and training to become a Professional Learning Community.

11 Strategies= 4 some progress, 3 significant progress, 4 on track

• **Goal 2.** Hooks ISD will provide an exemplary instructional program for all students to enhance achievement access, and equity.

- **Objective 1.** All student and student groups will increase their level of academic performance from the previous year through the utilization of intensive remediation

and high Impact tutorial programs, with special emphasis given to economically disadvantaged, special education, and African American students. Students will progress from Approaches to Meets to Masters.

Objective 2. Evaluate the level of success of all students in meeting college and career readiness standards.

- " **Objective 3.** Employ strategies to improve attendance, decrease the drop-out rate, maintain a 96.5% attendance daily rate, and have a 100% graduation rate.

29 Strategies= 1 no progress, 11 some progress, 5 significant progress, 11 on track, 1 complete

- ❖ **Goal 3.** Instruction will be strengthened by broadening the integration of technology into teaching and learning.

- **Objective 1.** Students will demonstrate skills in technology, math, and science that will prepare them for the future.

6 Strategies= 4 some progress, 2 on track

- ❖ **Goal 4.** Meet the safety and security needs of students and staff including the teaching and encouragement of positive school wide behavior.

- **Objective 1.** Provide a safe and secure environment for all students.

16 Strategies= 1 pending, 3 some progress, 1 significant progress, 11 on track

- ❖ **Goal 5.** Promote parent, student, school, and community relationships that foster increased student achievement.


- **Objective 1.** Provide opportunities to involve parents, school, community, and local businesses.

13 Strategies= 1 some progress, 1 significant progress, 8 on track, 3 complete

- ❖ **Goal 6.** Employ strategies to improve attendance and decrease the drop-out rate.

- **Objective 1.** To maintain a 95% attendance rate daily and have 100% graduation rate

6 Strategies= 2 some progress, 2 significant progress, 2 on track

- 
- ❖ **Goal 7.** Hooks ISD will maintain equitable and adequate financing of education for all students
 - **Objective 1.** The High School campus will manage all funding to better prepare all students for graduation, higher education, or training. Tap into CTE funds available for transportation to Texarkana College. Purchase CTE level curriculum to increase the number of students receiving IBC certifications.

4 Strategies= 1 some progress, 3 significant progress

Highlights: Significant progress has been made to identify and monitor workforce educational opportunities, Industry Based Certifications, that are available to Career and Technology Education. In addition, academic achievement continues to be a focus for HHS.



Hooks Junior High

Campus Improvement Plan Outline

2024-2025

Current enrollment of HJH is 255 students, 62% economically disadvantaged. The following list highlights the demographics.

Enrollment by Ethnicity:

Hispanic	28	10.94%
American Indian/Alaskan	2	0.78%
Asian	1	.39%
African American	38	14.9%
Hawaiian/Pacific Islander	0	0.00%
White	156	60.94%
Two or More	30	11.8%
Total Enrollment	255	100%

Strengths: Hooks Junior High continues to rise above state averages in most all tested subjects on STAAR. They share the vision of the district to be a dynamic learning community.

Areas for Growth: The focus will be to strengthen the areas of 8th grade science and social studies.

- ❖ **Goal 1.** Hooks Junior High School will provide an exemplary instructional program for all students to enhance achievement, access, and equity.
 - **Objective 1.** All students and student groups will increase their level of academic performance by 3% from the previous year through the utilization of intensive remediation and tutorial programs, with special emphasis given to focus groups.
 - **Objective 2.** Hooks Junior High School will offer educational programs that meet the unique and diverse needs of all students.
 - **Objective 3.** Students will participate in coordinated health and physical fitness activities and assessments in order to achieve and maintain healthy lifestyles, with a passing rate of at least 90% on the fitness gram.

33 Strategies= 22 on track, 11 complete

- ❖ **Goal 2.** Strengthen instruction by broadening the integration of technology into teaching and learning. Staff and students will use a variety of technology tools and skills.
 - **Objective 1.** Students demonstrate skills in technology, math, and science that prepare them for the global future.

7 Strategies= 2 on track, 5 complete

- ❖ **Goal 3.** Meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.
 - **Objective 1.** Provide a safe and secure environment for all students at Hooks Junior High School.

18 Strategies= 6 on track, 12 complete

- ❖ **Goal 4.** Hooks Junior High will promote and encourage parent, school, and community relationships that foster increased student achievement.
 - **Objective 1.** Provide opportunities to involve parents, school, community, and local business.

6 Strategies= 2 on track, 4 complete

- ❖ **Goal 5.** Employ strategies to promote good attendance through parental contacts and rewards. Hooks Junior High will be above the state standard of 96%.
 - **Objective 1.** Maintain a 96% attendance rate daily.

6 Strategies= 1 some progress, 4 on track, 1 complete

- ❖ **Goal 6.** The Junior High campus will manage all funding in a way that maximizes student achievement.
 - **Objective 1.** The Hooks Junior High school campus will manage all funding to better prepare all students for graduation, higher education, or training.

5 Strategies= 2 on track, 3 complete

Highlights:

The fifth grade will continue to follow a new schedule that is different from sixth - eighth grade students. It proved to be successful, and students were able to benefit from the full hour. This schedule will give teachers a full hour of instruction for reading, math, science, and Rtl.

HJHS added Introduction to Agriculture that allows students to learn about future agriculture programs at the high school level and earn a high school credit. For the 2023- 2024 school year all 7th and 8th grade students took Principles of AG. This paved the way to implement year 2 AG classes for 8th graders for the 2024-2025 school year, which will allow those students to take year 3 courses in high school as freshmen during the 2025-2026 school year. This, too, was beneficial to students here on the junior high campus.

Hooks Elementary

Campus Improvement Plan Outline

2024-2025

The current enrollment of Hooks Elementary is 330, 63% economically disadvantaged. The following list provides demographic information.

Enrollment by Ethnicity:

Hispanic	27	8.2%
American Indian/Alaskan	0	0%
Asian	4	1.26%
African American	35	10.6%
Hawaiian/Pacific Islander	1	.31%
White	222	67.27%
Two or More	41	12.42%
Total District Enrollment	330	100%

Strengths: Academic performance/STAAR scores are all well above state average in reading and math, with a new test design and new calculations.

Areas to Grow: Continue to improve online testing with young children, including the development of constructed responses and typing out essays.

Goal 1. Provide all staff with a foundation of support to promote leadership and success.

- Objective 1.** Provide all staff with the time, resources, and professional development to increase leaders of learning.

4 Strategies= 4 on track

Goal 2. Provide academic programs which will ensure all students will have the necessary skills to continue their education.

- Objective 1.** Provide all students with an academic curriculum of highest standards.
- Objective 2.** Provide and promote opportunities for success for all students including special populations.
- Objective 3.** Provide intervention and enrichment for all students as needed.

22 Strategies= 1 pending, 1 some progress, 2 significant progress, 18 on track

- ❖ **Goal 3.** Strengthen instruction by broadening the integration of technology into teaching and learning.
 - **Objective 1.** Upgrade, maintain and integrate technology in classrooms and labs.

4 Strategies= 4 on track

- ❖ **Goal 4.** Meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.
 - **Objective 1.** Implement guidelines and procedures to promote student and staff safety.
 - Objective 2.** Increase student awareness of positive choices.
 - Objective 3.** Improve health and fitness for students.

20 Strategies= 1 pending, 2 significant progress, 15 on track, 2 complete

❖ **Goal 5.** Promote parent, school and community relationships that foster increased student achievement.

- **Objective 1.** Provide opportunities for parent and community involvement.

5 Strategies= 4 on track, 1 complete

❖ **Goal 6.** Employ strategies to improve attendance and eliminate dropouts.

- **Objective 1.** Promote good attendance through parental contact and rewards.

3 Strategies= 3 on track

❖ **Goal 7.** Maintain equitable and adequate financing of education for all students.

- **Objective 1.** Manage campus funds to maximize benefits that flow to students and that accommodate student growth.

4 Strategies= 4 on track

Highlights:

Students at HES are in their second year of a new math program through the state in hopes it will return dividends of vertical math success. This is partnered with Region 8 to further develop the program and optimize student success.

HES has expanded the elementary Spanish program and is one of the only elementary schools in the area that provides Spanish as a learning opportunity for young learners in grades 2-4.

Hooks Independent School District

District Improvement Plan

2024/2025



Keith Minter
100 East 5th Street Hooks, TX
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Date Reviewed:

DMAC Solutions ®

Page 1 of 68

Date Approved:

3/3/2025

Vision Statement

Our vision in Hooks ISD is to be a dynamic learning community vigorously pursuing student success; challenging all to achieve excellence in our ever- changing global society.

Mission Statement

Our Mission is to graduate responsible and productive citizens prepared for success by delivering appropriate and individualized educational experiences.

Belief Statements

- We believe empowering student passion for learning is essential to their future.
- We believe the lifelong process of adult learning is crucial to student success.
- We believe active leadership cultivates purpose driven leaders at every level.
- We believe change is inevitable; growth is the result.
- We believe acknowledging diversity strengthens learning.
- We believe collaboration and inclusion are cornerstones of a unified learning community.
- We believe that accepting individual responsibility results in shared accountability.

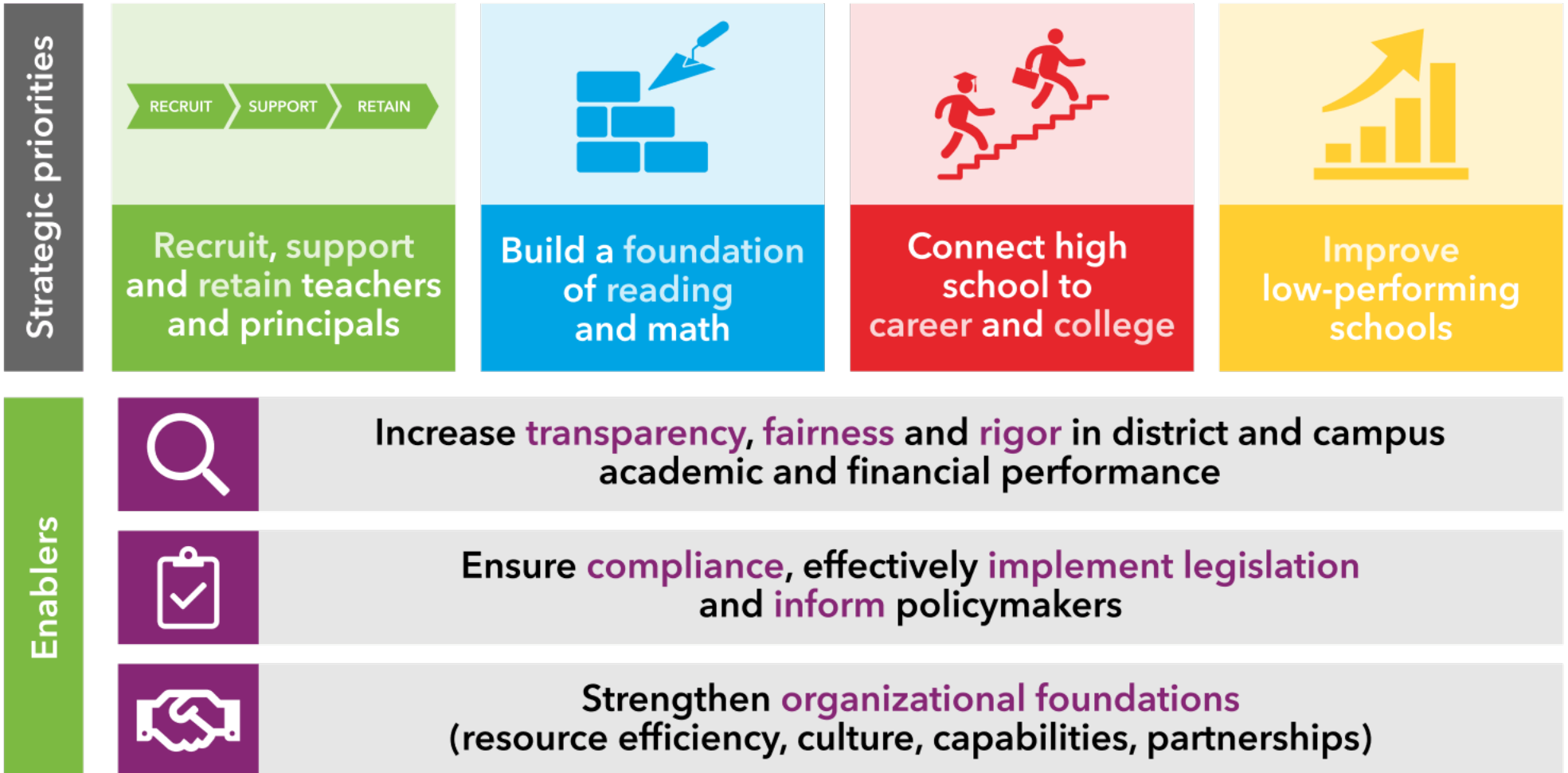
Hooks ISD Board of Trustees

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Trustee	Mark Harpold
Trustee	Nathan Harris
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Trustee	Darren Godfrey

Hooks Independent School District Improvement Committee 2024-2025

Assistant Superintendent of Instruction	Tracy Cook
High School Principal	Beverly Shannon
Junior High Principal	Kelly Odom
Elementary Principal	Kevin Breiby
High School Teacher/Special Education	Callie Morphew
High School Teacher	Teresa Kuhn
Junior High Teacher	Jade Harris
Junior High Teacher/ESL Coordinator	Cathy McBroom
Junior High Teacher	Tammy Baird
Elementary Teacher	Cassidy Crawford
Elementary Teacher/Dyslexia Therapist	Heather Walls
Elementary Teacher	Makenzy Makaramba
Parent Representative	Emily Fisher
Parent Representative	Ashton Cannon
Community Representative	Judy Cochran
Community Representative	Kim Baggett
Business Representative	Myra Jenkins
Business Representative	Bill Clements

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*



Hooks ISD Comprehensive Needs Assessment

School Profile

The Hooks Independent School District (HISD) is located in the quiet East Texas town of Hooks, Texas. Hooks is a small community located in the northeast corner of Bowie County, just a few miles west of the city of Texarkana.

Hooks ISD has three campuses: Hooks Elementary is for grades Pre-K-4, Hooks Junior High serves students in grades 5-8 and Hooks High School is for grades 9-12.

Each campus offers a challenging curriculum that meets or exceeds the requirements of the Texas Education Agency. District wide programs include, but not limited to, specialized instruction for ESL, Gifted & Talented, and Dyslexia students. The elementary school has an active Service-Learning program, academic UIL teams, and offers elementary Spanish as an enrichment opportunity.

The junior high campus also has an active boys and girls athletic program, art classes, robotics, UIL academic competitions, a number of academic clubs, a band program, and well-established agriculture classes.

The high school Graduation/Foundation Plan requires students to choose an endorsement, a personal pathway of study. Much as a student would pick a major in college, the new option for an endorsement provides a targeted area of study. All students entering the 9th grade will be required to select an endorsement pathway. The endorsements offered at Hooks High School are STEM, Business and Industry, Arts and Humanities, Public Services, and Multidisciplinary. Hooks High School offers a variety of vocational studies, as well as athletics, band, and UIL academic opportunities. In addition, students can earn college credits through concurrent enrollment in dual credit classes.

The adequate, well-kept facilities and classrooms are sufficient for educational excellence. Public support for education in HISD is evident both in the community and through the parent volunteer programs. The administrative and instructional staff is motivated to produce confident, qualified leaders as they graduate and leave Hooks ISD.

Hooks ISD Enrollment as of September 30, 2024

Enrollment by Ethnicity:		
Hispanic	79	8.87%
American Indian/Alaskan	3	.33%
Asian	6	.67%
African American	114	12.67%
Hawaiian/Pacific Islander	1	.11%
White	590	65.56%
Two or More	105	11.67%
Total District Enrollment	900	100%

Student Achievement

Fundamental academic skills are essential for student success and high standards should be held for academic achievement in all subject areas. It is the belief of Hooks ISD that we must challenge and motivate each student to achieve at the highest level possible. All children are capable of learning; therefore, Hooks ISD will employ current, research-based teaching methods and materials to match the learning abilities of all students. Student achievement data comes from reports in the Texas Academic Performance Report (TAPR), PEIMS, Results Driven Accountability, and State Accountability. We disaggregate our data (with the help of DMAC) by passing rates in subject, grade, and ethnicity and by advanced rates in the same categories. We have identified College, Career and Military Readiness (CCMR) as an area of improvement. The high school principal and CTE teachers continue learning how to implement Programs of Study that lead to Industry Based Certifications to work on this area. The junior high campus is showing growth in academic achievement, as reflected in their accountability. The elementary campus is working on maintaining high levels of achievement. Mathematics is the area in grades 3-8 and science/social studies in grade 8 that needs improvement. Ongoing professional development is essential to obtaining improvement in this area. The district will be working diligently at every campus to ensure progress is made toward reaching the highest achievement levels.

School districts in Texas are currently awaiting the arrival of state assessment data from the 2022-2023 and 2023-2024 school year.

According to surveys, 98% of parents felt the district staff expects all students can learn and perform well in school. 93% of parents are satisfied with their child's academic progress. In addition, 93% of parents agreed it is clear that high levels of engaging and relevant instruction is important at school.

HOOKS ISD STAAR/EOC SCORES 2023-2024

	2020-2021 State Avg. AP/ME/MA	2020-2021 District Avg. AP/ME/MA	2021-2022 State Avg. AP/ME/MA	2021-2022 District Avg. AP/ME/MA	2022-2023 State Avg. AP/ME/MA	2022-2023 District Avg. AP/ME/MA	2023-2024 State Avg. AP/ME/MA	2023-2024 District Avg. AP/ME/MA
3 rd Reading	68/38/19	82/52/24	77/52/31	89/78/51	77/51/20	89/63/20	75/49/21	92/59/31
3 rd Math	61/30/14	84/42/16	70/42/21	89/78/49	72/43/19	93/60/31	69/41/15	86/51/25
4 th Reading	63/36/18	88/57/33	77/54/28	92/64/29	78/47/21	93/71/39	81/50/23	93/63/27
4 th Math	58/35/21	79/50/22	69/41/23	76/47/19	70/47/22	93/76/49	68/45/21	77/49/17
5 th Reading	72/45/30	72/32/23	80/56/37	89/63/49	81/56/28	84/54/24	78/54/29	80/62/30
5 th Math	69/43/24	52/21/5	75/46/23	83/48/14	79/49/21	82/40/9	76/49/19	75/52/20
5 th Science	61/30/12	61/20/3	66/37/17	82/42/12	64/34/15	79/48/17	57/26/11	82/52/27
6 th Reading	61/31/14	66/36/14	69/42/22	89/51/28	75/50/22	87/58/31	75/50/25	82/58/25
6 th Math	66/34/15	79/41/14	72/37/15	75/32/11	74/38/15	89/57/13	70/38/13	87/37/6
7 th Reading	68/44/25	78/54/36	77/53/35	88/61/35	77/53/26	86/57/21	53/32/10	73/50/7
7 th Math	54/25/11	57/9/0	59/29/12	65/27/2	61/35/10	66/33/12	72/52/28	83/52/24
8 th Reading	72/45/21	85/63/24	82/56/36	87/60/35	82/56/27	94/79/43	79/55/28	90/23/35
8 th Math	60/35/10	77/52/17	69/38/13	79/43/21	74/44/16	87/55/18	70/40/15	72/23/0
8 th Algebra I		100/83/67	72/44/28	100/87/60	78/45/24	100/91/82	79/45/25	100/85/38
8 th Science	67/42/23	80/44/14	73/43/22	76/35/16	72/45/16	67/31/3	68/42/16	64/33/4
8 th Soc Stud	56/27/13	69/31/14	59/29/17	71/39/16	60/31/15	64/30/12	57/30/16	50/15/6
English I	66/50/12	80/60/16	63/48/11	79/55/8	71/54/14	86/64/13	67/54/17	76/65/20
English II	70/57/11	92/85/16	71/57/9	91/78/13	84/56/9	94/86/12	74/59/9	81/77/8
Algebra I	72/41/23	94/70/40	74/46/30	90/67/32	78/45/24	89/52/18	79/45/25	78/28/8
Biology	81/54/22	84/49/9	82/57/23	96/71/12	89/57/22	95/73/25	91/58/19	95/64/20
US History	88/69/43	94/75/43	89/71/44	96/80/50	95/71/39	95/75/38	95/69/37	96/72/26

AP = Approaches Grade Level (Passing)

ME = Meets Grade Level

MA = Masters Grade Level

Curriculum, Instruction, Assessment

The Assistant Superintendent of Instruction of Hooks Independent School District is responsible for supporting development and implementation of the Texas Essential Knowledge and Skills (TEKS) in the district curriculum. Hooks ISD utilizes the TEKS Resource System (TRS) as the district curriculum. The curriculum department provides district leadership in the following areas: development and delivery of instruction, interventions for students, professional development, assessment, instructional technology, and instructional resources. The needs assessment for curriculum and instruction includes review of the district curriculum, methods of delivery as well as monitoring efforts to determine effective implementation.

At Hooks ISD we share common goals and concerns for and commitment to the welfare of all children. The goal of the Pre-K–12 curriculum is to ensure that all students will learn the same core of significant content at a specific instructional level, from teacher to teacher, and school to school. Although the curricular objectives are aligned with national content standards, Texas Essential Knowledge and Skills, and state-mandated tests, the overriding goal is to design a curriculum that is academically rich, holistic, student-centered, and culturally diverse, honoring input and contributions from all Hooks ISD stakeholders. Hooks ISD is committed to the development of an exemplary system-wide curriculum that promotes high expectations for its teachers and students that result in meaningful student learning. The system-wide curriculum can best be described as a thinking curriculum, one that integrates content, process, and product; typifying real world situations. The decisions, strategies, and practices supporting the alignment of the *written, taught, and tested* curriculum will be rooted in internal and external research critical to providing optimum learning opportunities for all students.

Hooks ISD has made a commitment to providing relevant professional development for all teachers, promoting lifelong learners and a desire to pass that learning on to our students. To provide teachers with opportunities for instructional planning, the district developed an instructional calendar that included eleven professional development days placed strategically throughout the school year. Hooks ISD data continues to show a need in the areas of critical thinking, mathematics, and short-answer writing responses. The district will extend the focus to deepen teachers' knowledge of a variety of delivery modes while beginning to strengthen and deepen levels of content expertise. Staff are encouraged to attend subject specific professional development at the Region 8 Education Service Center. We will also be focusing on successful RtI and Accelerated Instruction programs at each campus, improving instruction for special populations, and delivering high quality instruction to all students. It is our belief at Hooks ISD that we continue to provide our teachers with quality planning time to produce high impact lessons for all students, which in turn, will result in increased student achievement. It has been the district's initiative to increase the use of TEKS aligned instructional materials and utilize data to inform instructional needs.

Staff Quality, Recruitment, and Retention

We believe at Hooks ISD that a positive overall district climate helps contribute to a high retention rate of teachers and staff. We believe we must be proactive in recruiting and retaining high quality teachers. We will continue to train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. We are committed to hiring staff that are certified for the subjects they teach. We will be proactive in recruiting for unfilled positions by posting job vacancies and conducting interviews in a timely manner. We will attend various job fairs in the spring of 2025 with the hopes of attracting additional high-quality teachers to our district and to promote the areas that make Hooks ISD a special place to work such as small class sizes, a sense of community and high parental involvement rates. We will also continue to offer competitive salaries and benefits to compete with the local industry. The district is currently in the validation year for the Teacher Incentive Allotment which will not only help current staff earn additional money, but also help keep us competitive to surrounding districts.

School Culture

Hooks ISD continues to promote awareness, respect, appreciation, and understanding of all.

Family and community surveys show that 91% feel that disciplinary actions are fair and consistent. 96% of parents felt school personnel recognize students who are misbehaving. 97% of students and 100% of staff feel their school is safe.

The 2023-2024 school year brought a heightened focus on district safety and will extend through the 2024-2025 school year. The district has ensured that staff have been trained in the most current procedures. Campus drill protocols have been developed and drills are routinely conducted. District safety audits are done each year and discussed with campus administrators. Campus safety procedures are always a priority and evaluated on an ongoing basis. Public access to all campuses is limited to the front entrance of each campus and open access areas are being fenced. We are continuing to make campuses more secure through weekly exterior door checks and key card access for staff.

Bullying prevention is also an area we continue to improve on and have added an anonymous online reporting system to make it easier for threats to be reported and investigated. Each campus emphasizes the importance of kindness and has character education programs. Overall, parents, students and staff feel they are safe and are satisfied with Hooks ISD.

Organizational Structure and Processes

Central office staff accommodates the overall staffing and financial needs of the campuses as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need. Additional instructional periods are offered for low-performing students. Teachers have the opportunity to meet at least three times a year to work on vertical alignment and resource calibration, data disaggregation as well as developing assessments that will drive classroom instruction. Teachers serve on decision-making committees and surveyed each year to determine satisfaction and areas in need of improvement. Central office staff are helpful and willing to assist staff with their needs. Customer service and satisfaction is our primary goal. Our number of transfers from other districts speaks of the confidence in our school in our area. A climate of high expectations, including the belief that all students can learn, is reinforced at all levels.

Family and Community Engagement

Effective communication with all stakeholders is always a priority for Hooks ISD. The district will continue to pursue every avenue available to us to ensure that all families are provided current information in a timely manner. Two-way communication is necessary for the district to know, understand and meet the needs of our students and families.

Parental and community engagement continue to be areas of focus for the district. Parental involvement continues to grow throughout the district as parents/guardians are invited to attend many events. Campuses hold many events for families to attend each year such as Meet the Teacher, Open House, Report Card Pick Up, Senior Parent Nights for college and career preparation, the STEAM Expo, Science Fairs, Grandparents Day, Dyslexia Family Night and many other family activities.

Hooks ISD also has many thriving extracurricular activities such as sports, band, theatre, and Ag. The Veterans Day program is well-attended by local veterans, families and community members and the district hosts a monthly Senior Citizens Luncheon for members of the community. The School Health Advisory Committee is active and plans relevant programs for students and community such as the Community Health Fair and events to promote wellness and healthy nutrition throughout the school year. Each campus also has an active parent or sports booster club that encourages family participation. The district takes multiple steps to effectively communicate with families and the community. The district utilizes the Skyward email system, Facebook Page, district webpage and text notifications through Remind to provide timely, useful information to parents and they also have access to their student's grades via the Skyward online portal.

Technology

As educational demands continue to evolve, Hooks Independent School District strives to ensure that students and staff have access to relevant technology. We will continue to expand and integrate technology into every aspect of the student academic experience to accomplish the Hooks ISD vision and mission. 94% of parents and 98% of teachers feel their school is well equipped with current technology resources. We will continue to monitor trends in technology and encourage innovation and learning among our teachers and staff. Hooks ISD will maintain an accurate and effective technology inventory system, which will guide budgeting proposals. This system will help determine annual needs. We will continue to maintain a sound and secure technology infrastructure, which will continue to supplement classroom instruction and support business operations. Infrastructure upgrades are primarily completed, ensuring that every campus has access to fast and reliable internet. This has allowed the district to participate in the purchase of technology devices from the state which will be used to expand the integration of classroom technology at all grade levels.

Hooks ISD

Federal, State and Local Funding Sources 2024-2025

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This school wide program will consolidate funds in the following way:

_____ Full Consolidation of Funds _____ Consolidation of Federal Funds Only X Title I, Part A Only

Federal Program/Funding Source	
Title I, Part A	\$229,693
Title II, Part A	\$34,776
Title IV, Part A	\$17,961
National School Lunch and Breakfast Program	\$360409,000000
Title V, Part B Rural	\$unknown
State Program/Funding Source	
State Compensatory Education	\$783,706
Career & Technology	\$1,0041,006,273461
Early Education	92,400
Special Education	\$1,054,908
Bilingual/ESL	\$16,016
Dyslexia Allotment	\$73,920
School Safety Allotment	\$53,457
Gifted and Talented Allotment	\$16480
Textbook Fund	\$50,000
CCMR	\$ 0

WORKSHEET FOR DISTRICT AND CAMPUS IMPROVEMENT PLANS 2024-2025								
<u>COST</u>	<u>FTE'S</u>	<u>HIGH SCHOOL</u>	<u>FTE'S</u>	<u>JUNIOR HIGH</u>	<u>FTE'S</u>	<u>ELEMENTARY</u>	<u>FTE'S</u>	<u>DISTRICT</u>
PIC 30								
Teacher Salaries	1.125	\$ 32,456	2.12	\$ 139,542	0.5	\$ 28,700	3.745	\$ 200,698
Aide Salaries	2	\$ 55,575	0	\$ -	1	\$ 24,862	3	\$ 80,437
Supplies Software		\$ 12,000		\$ 18,500		\$ 19,000		\$ 49,500
Supplies General		\$ -		\$ 500		\$ 5,000		\$ 5,500
Other (Travel)		\$ 250		\$ 1,000		\$ 500		\$ 1,750
Total PIC 30		\$ 100,281		\$ 159,542		\$ 78,062		\$ 337,885
PIC 24								\$ -
Teacher Salaries (summer)	0.22	\$ 11,500					0.22	\$ 11,500
PIC 28								\$ -
Other Alternative School		\$ 33,000		\$ 19,000		\$ 1,000		\$ 53,000
PIC 34								\$ -
Teacher Salaries Pre-k					0	\$ -	0	\$ -
Aides Salaries Pre-k					0	\$ -	0	\$ -
Supplies								\$ -
Contracted Services						\$ -		\$ -
Total PIC 34						\$ -		\$ -
Grand Total		\$ 144,781		\$ 178,542		\$ 79,062		\$ 402,385

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 1. The district will provide all staff with the necessary time, resources, and professional development needed in order to become active leaders of learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student achievement, curriculum, instruction and assessment, staff quality, recruitment and retention, school culture and climate, organizational structure and processes, family and community involvement and technology. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent of Instruction	monthly through October	(S)Local Funds	Criteria: Comprehensive Needs Assessment Narrative and alignment with Campus Improvement Plan 07/25/24 - Significant Progress 06/10/24 - Completed 09/27/23 - On Track 02/02/23 - Completed 09/19/22 - Pending
2. The district will foster collaboration of all stakeholders by utilizing surveys for input, comments, and suggestions from parents, staff, and students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), Superintendent(s)	Spring Semester	(S)Local Funds	Criteria: Surveys will be utilized to identify strengths and weaknesses and to provide the district data in regards to overall stakeholder satisfaction. 02/05/24 - Significant Progress 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - On Track
3. The district will continue to have District Improvement Committee meetings to help improve the district plan as well as identify district needs. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Superintendent(s)	October, January, May	(S)Local Funds	Criteria: Committee will meet and revise the DIP and copies will be provided to each committee member. A copy will also be posted on the district website. 02/02/23 - On Track 09/19/22 - Pending 01/10/22 - On Track
4. The campus and district administrators will meet each week to discuss campus operations, business and personnel matters, technology, curriculum & instruction, athletics, and band. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Superintendent(s)	Weekly	(S)Local Funds	Criteria: Sign-in sheets, minutes, and meeting agendas will be used in the district's comprehensive needs assessment. 07/25/24 - On Track 06/10/24 - Completed

Hooks Independent School District

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				02/05/24 - On Track 02/02/23 - On Track 09/19/22 - Pending 01/10/22 - On Track
5. The district will analyze campus instructional leadership surveys for growth areas, and provide campus leaders with professional development focused on individual needs. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Superintendent(s)	Spring Semester	(S)Local Funds	Criteria: Survey results and professional development records of leadership training attended will be used to evaluate professional development needs. 07/25/24 - On Track 07/25/24 - Pending 06/10/24 - Completed 09/27/23 - On Track 02/02/23 - Completed 09/19/22 - Pending
6. The campus and district administrators will promote positive attitudes and present positive role models for students and the district. Staff will follow the Educator Code of Ethics. The district will maintain positive school and community relations. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s), Superintendent(s), Teacher(s)	Daily	(S)Local Funds	Criteria: School and community surveys will be evaluated as part of district needs assessment. 07/25/24 - On Track 06/10/24 - Completed 02/05/24 - Some Progress 01/10/22 - On Track
7. The district will continue to provide staff development for teachers and administrators that will include information regarding Skyward, DMAC, Response to Intervention, Gifted and Talented, STAAR/EOC, Special Education, formative and summative assessments, differentiation, cooperative learning, implementation of technology in the classroom, and other research based best practices to meet the identified needs of all student populations. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(S)State Compensatory	Criteria: Documentation will be provided to show evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning in the form of sign-in sheets, professional development certificates and training evaluations based on the board approved professional development clearinghouse.

Hooks Independent School District

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Objective 1. The district will provide all staff with the necessary time, resources, and professional development needed in order to become active leaders of learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				01/29/25 - Significant Progress 07/25/24 - Some Progress 06/10/24 - Completed 01/10/22 - On Track
8. The district will utilize EduHero to assist in meeting required professional development components including Mental Health, Suicide Prevention and Awareness, Child Abuse Reporting and Bullying. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(F)Title I, (S)Local Funds	Criteria: EduHero reports and completion certificates will be utilized to show evidence of professional development as it relates to meeting compliance and campus planning. 07/25/24 - On Track 02/05/24 - Completed 01/10/22 - On Track
9. All administrators will attend professional development sessions designed to keep them informed with up-to-date information regarding STAAR/EOC testing content, analysis, and state requirements. Administrators will incorporate information into staff development for their campus staff. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(S)Local Funds	Criteria: Sign-in sheets and agendas from staff development sessions will be used. Professional development will be evaluated locally by surveys to determine effectiveness of the training. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
10. The district will utilize Region VIII ESC to provide training and support to staff on identified needs and will utilize instructional consultants to improve alignment of the written, taught and tested curriculum. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Teacher(s)	August	(F)Title I, (S)Local Funds	Criteria: Staff Surveys on professional development needs. Student assessment results. Staff Surveys on professional development needs. Student assessment results. 07/25/24 - Significant Progress 06/10/24 - Completed 09/27/23 - On Track 01/10/22 - Completed

Hooks Independent School District

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Objective 1. The district will provide all staff with the necessary time, resources, and professional development needed in order to become active leaders of learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. The district will provide training on Google Classroom and Technology Solutions to support teachers and ensure all students have access to an equitable education. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Instructional Technology Specialist, Technology Support Team	August, October, January	(F)Title I	Criteria: Responses from teacher, student and parent feedback on yearly needs assessment surveys. 01/29/25 - Completed 07/25/24 - On Track 06/10/24 - Completed 02/02/23 - Significant Progress 09/19/22 - Some Progress 01/10/22 - Completed

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 2. The district will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will actively recruit, hire and retain high quality, appropriately certified teachers and paraprofessionals for all classrooms to meet the TEA and ESSA certification requirements. (Title I SW Elements: 2.2) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Principal(s)	May, June, July	(F)ESSER II/III, (F)Title I, (S)State Comp FTE, (S)State Compensatory	Criteria: Teachers and paraprofessionals will be evaluated by Equity Data Survey submitted to the Texas Education Agency. 09/27/23 - Significant Progress 02/02/23 - Completed 09/19/22 - On Track
2. We will continually train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Department Heads, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through, T-TESS and Student Learning Objective Data will be used to determine progress. 01/10/22 - On Track
3. The district will conduct a new employee orientation. Training will include new core subject area teachers in the components and use of the district curriculum (TEKS Resource System), Skyward Student Access, DMAC and T-TESS Evaluations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	August	(S)Local Funds	Criteria: Sign in sheets and documentation of student progress in core subjects areas will be documented. 07/25/24 - On Track 09/27/23 - Completed 01/10/22 - Completed
4. The district will continue mentoring programs for first year teachers. Mentors will be trained each year and provided a handbook for reference. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	Daily	(S)Local Funds	Criteria: New staff surveys to determine mentoring program effectiveness and needs. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
5. The district will provide support to new teachers by providing the teacher(s)with data from weekly walk-throughs. This data will be used to support the teacher(s)with instructional planning, vertical alignment, research-based instructional strategies, and classroom	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery. 07/25/24 - On Track

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 2. The district will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
management. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,4)				06/10/24 - Completed 01/10/22 - On Track
6. The district will continue to recruit and retain staff through a competitive compensation structure and TIA. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1)	Business Manager, Human Resource Coordinator, School Board, Superintendent(s)	Spring	(F)Title II, (F)Title IV, (S)Local Funds, (S)State Comp FTE, (S)State Compensatory	Criteria: The district will have a sign in sheet at the Texas A&M Texarkana and Region 8 Job Fair and the number of employees hired as a result of attending the job fair. TASB compensation audits will be used to ensure a continued competitive pay structure. 07/25/24 - Significant Progress 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - On Track

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In maintaining high expectations for all students, Hooks ISD will create structures at ALL levels that maximize the potential of all students through rigorous curriculum and instruction and having appropriate assessments that will drive instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	All Staff	Daily	(S)Local Funds	Criteria: Student performance in the classroom, district, and state assessments. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
2. The district will assist campuses in disaggregating state assessment data and other assessment data by using the DMAC system in all core subject areas to locate areas in the curriculum that need improvement and assist campuses in developing intervention strategies and/or classes to address those specific needs. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	January, April, June, August	(F)Title I, (S)Local Funds	Criteria: Disaggregated data and instructional plans will be used to determine the program's effectiveness. 06/10/24 - On Track 02/02/23 - Significant Progress 09/19/22 - Pending 01/10/22 - On Track
3. The district will continue to utilize data driven instructional planning processes on all campuses to align curriculum, instruction, and assessment to prepare for EOC and STAAR testing. This will be done by scheduling meetings for professional learning communities and district and campus vertical alignment meetings. All campus principals are part of the Region 8 data cohort. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	2 times per semester	(S)State Compensatory	Criteria: Meeting minutes and data will be used. Closing the Gaps Accountability measures will also be utilized to determine effectiveness. 01/10/22 - On Track
4. The district will continue monitoring campus and district level data from walk-throughs to ensure improved instructional delivery and student performance. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery. 07/25/24 - On Track 06/10/24 - Completed 02/05/24 - Significant Progress

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				09/19/22 - On Track 01/10/22 - Significant Progress
5. The district will identify and monitor business and industry educational opportunities that are available to Career and Technology Education (CTE) students and implement strategies that will prepare students for those opportunities. (Title I SW Elements: 2.2) (Target Group: CTE) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), CTE Coordinator, CTE Instructors, Dean of Students	Per semester	(S)Local Funds	Criteria: CCMR Accountability data and Industry Based Certifications will be used to determine program success and needs. 06/10/24 - Significant Progress 02/02/23 - Some Progress 09/19/22 - Pending 01/10/22 - On Track
6. The district will continue to provide professional development for K-12 math teachers in successful implementation of the math TEKS. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent of Instruction, Instructional Coach, Principal(s)	Once per six weeks	(S)Local Funds	Criteria: Student performance on district and state math assessments will be used. 07/25/24 - On Track 06/10/24 - Completed 02/02/23 - On Track 09/19/22 - Pending 01/10/22 - On Track
7. The district will continue its partnership with Texarkana College and TC at Tex Americas to develop and offer dual credit courses to our students. (Title I SW Elements: 2.6) (Target Group: CTE, 11th, 12th) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), Dean of Students	August and January	(S)Local Funds	Criteria: Student course grades, number of students earning credit and cumulative number of college hours earned will be used to evaluate the effectiveness of the partnership. 07/25/24 - Significant Progress 06/10/24 - Completed 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
8. Curriculum, instruction, and student performance will reflect college and career readiness standards. (Title I SW Elements:	Assistant Superintendent of Instruction, Department Heads, Principal(s)	Daily	(S)Local Funds	Criteria: Index 4 CCMR Accountability measures.

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.1,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)				07/25/24 - Significant Progress 06/10/24 - Completed 01/10/22 - On Track
9. The district will utilize Instructional Consultants from Region VIII ESC to provide professional development and support to staff in all subject areas. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Superintendent of Instruction, Principal(s), Region VIII ESC	August - May	(F)Title I, (S)Local Funds	Criteria: Student performance on district and state assessments will be used. 07/25/24 - Significant Progress 06/10/24 - Completed 01/10/22 - On Track

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will use "The Texas State Plan for the Education of Gifted/Talented Students" as a guidance in meeting the requirements for the education of our gifted and talented students at all levels to ensure the district meets the unique needs of these students. (Title I SW Elements: 2.1,2.5) (Target Group: GT) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)GT, (S)Local Funds	Criteria: GT lesson plans and walk-through data will be used to determine if requirements are being met. 01/10/22 - On Track
2. The district will implement the use of portfolios and flash drives as a way for GT students to document their projects and work from year to year. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, GT Committee, Principal(s), Teacher(s)	Daily	(S)GT, (S)Local Funds	Criteria: Portfolios will be checked to monitor effectiveness of GT Program. 01/10/22 - On Track
3. The district will continue to provide services to special education students through Western Bowie County Special Education Cooperative Services. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Superintendent(s)	Daily	(S)Local Funds, (S)Special Education	Criteria: The signed contract between Western Bowie County Special Education Cooperative Services and Hooks ISD. 01/10/22 - On Track
4. The district will improve the use of allowable accommodations in order to have the greatest likelihood to improve the achievement of participating students to meet the states achievement standards. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4)	504 Committee, Assistant Superintendent of Instruction, Counselor(s), District Testing Coordinator, Rtl Coordinator, Special Ed Teachers, Teacher(s)	November	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)Special Education	Criteria: Evidence of teacher professional development in the areas of assessment and effective instruments will be provided. 01/29/25 - Completed 02/02/23 - Significant Progress 09/19/22 - Pending 01/10/22 - Completed
5. The district will continue to provide professional development for administrators, teachers, and other ARD committee staff members concerning the selection of appropriate state testing options for students. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 4)	Assistant Superintendent of Instruction	August	(F)IDEA Special Education, (S)Local Funds, (S)Special Education	Criteria: Professional development certificates of completion and STAAR/EOC results will be used. 06/10/24 - Completed 02/05/24 - On Track 01/10/22 - Completed

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The district will continue to implement a targeted improvement plan for the special education program in order to satisfy ESSA-SPED requirements. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,AtRisk) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Counselor(s), Diagnostician, Principal(s), Superintendent(s), Teacher(s)	November, February, April, June	(F)IDEA Special Education, (S)Local Funds	Criteria: The PBMAS Performance Level Summary district report will be used to determine if improvement plan is working in obtaining district goals as well as agendas, sign-in sheets, and minutes. 01/10/22 - On Track
7. The district will continue to support and improve dyslexia intervention services at all campuses through certified dyslexia teachers. The students will receive instruction and support through the Take Flight Dyslexia Program. Students will receive accommodations as appropriate. (Title I SW Elements: 2.5,2.6) (Target Group: Dys,504) (Strategic Priorities: 2)	Assistant Superintendent of Instruction, Dyslexia Specialist, Principal(s), Teacher(s)	Daily	(F)Title I	Criteria: Certification records and CALT assessment scores will be kept in employees' personnel file. 01/10/22 - On Track
8. The district will continue to monitor progress for all English Language Learners (ELL) and provide follow-up training as needed for teachers working with this diverse group of students. Each campus will have teachers certified as ESL teachers who provide instructional support to these students. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, ELL Coordinator, Principal(s), Teacher(s)	Every 3 weeks	(F)Title I, (S)Bilingual/ESL	Criteria: Students will be evaluated for progress by the following means: Teacher training sign-in sheets, student progress reports, report cards, Renaissance progress monitoring reports, walk-through observations, and TELPAS results. 01/10/22 - On Track
9. The district will strengthen the academic program by supporting the enrichment and fine arts opportunities at each campus during the instructional school day. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Assistant Superintendent of Instruction, Principal(s)	Monthly	(S)Local Funds	Criteria: Documentation of administrators' meetings including sign-in sheets, minutes, and agendas. 01/10/22 - On Track
10. The district will continue to offer a	Assistant Superintendent of	Yearly	(F)Title I, (S)Local Funds	Criteria: Provide evidence of

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Prekindergarten program for eligible children that is focused on raising the academic achievement of those children once they reach school age and will aide in their transition to Kindergarten. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4)	Instruction, Principal(s), Superintendent(s)			monitoring and documentation of the transition process. 06/10/24 - Completed 01/10/22 - On Track
11. All core content teachers will be involved in Department and Rtl Meetings that meet regularly to plan for student engagement, differentiation and research based instructional strategies. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s)	2 times per semester	(S)Local Funds	Criteria: Sign-in sheets,Agendas, and Minutes from meetings 06/10/24 - Completed 01/10/22 - On Track
12. The district will provide ARD and 504 Meeting training on how to correctly conduct meetings to principals. (Title I SW Elements: 1.1) (Target Group: SPED,504) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Superintendent(s)	Once a year	(S)Local Funds	Criteria: Sign in sheets will be used to document training. 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed
13. The district will create master schedules at each campus that allow for additional instructional time for students At Risk. (Title I SW Elements: 1.1,2.2) (Target Group: AtRisk) (Strategic Priorities: 4)	Counselor(s), Principal(s)	July	(S)Local Funds	Criteria: Master Schedules will be evaluated for effectiveness every summer. 01/10/22 - Completed
14. The district will train intervention and special education teachers in the Reading By Design program to provide ongoing support to students identified with Dyslexia or reading difficulties. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2)	504 Committee, Assistant Superintendent of Instruction, Principal(s)	Every 6 weeks	(F)Title I, (S)Local Funds	Criteria: Student report cards. 02/02/23 - Completed 01/10/22 - On Track

Hooks Independent School District

Goal 3. Hooks ISD will strengthen the instruction in the district by broadening the integration of technology into the teaching and learning taking place in the district classrooms.

Objective 1. The district will educate all staff in the use of technology to effectively enhance and strengthen the instructional process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hooks ISD will invest in staff by providing professional development to enable teachers to facilitate student use of the latest technology. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent of Instruction, Director of Technology, Principal(s)	Weekly	(S)Local Funds	Criteria: Evaluation will include district sign-in sheets and training evaluations will document the effectiveness of the training. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
2. Hooks ISD staff will design learning experiences which seamlessly integrate technology into the curriculum. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)Local Funds	Criteria: Lesson Plans and Student Artifacts 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
3. Hooks ISD will structure student-driven learning that integrates technology to provide students with competencies to be successful in a global society. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)Local Funds	Criteria: Student Surveys and Artifacts 07/25/24 - Significant Progress 06/10/24 - Completed 01/10/22 - On Track
4. The district will continue to provide a wide variety of technology products for use in classrooms and labs at each campus. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Instructional Technology Specialist	June, July, August	(S)Local Funds	Criteria: Technology survey will be used to determine the technology needs. 01/29/25 - Completed 09/27/23 - Significant Progress 01/10/22 - Completed
5. The district will continue to keep the campus computer labs up-to-date in order for students to have access to online courses for the recapture of high school credits, remediation, and enrichment activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Director of Technology, Principal(s), Technology Support Team	Daily	(S)Local Funds	Criteria: Support system documentation will be used to determine the needs of the computer labs at the campuses. 01/10/22 - On Track
6. The district will continue to renew contract service agreements in order to have repairs	Director of Technology	Monthly	(S)Local Funds	Criteria: The contract service agreement will be documentation

Hooks Independent School District

Goal 3. Hooks ISD will strengthen the instruction in the district by broadening the integration of technology into the teaching and learning taking place in the district classrooms.

Objective 1. The district will educate all staff in the use of technology to effectively enhance and strengthen the instructional process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and maintenance done on various technology and copiers. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)				used to determine the technology and copier repairs. 07/25/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
7. The district will upgrade the technology infrastructure to obtain maximum bandwidth at every campus making it possible to connect more devices at each campus. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Superintendent(s)	Spring, Summer	(S)Local Funds	Criteria: Completion of cable and improved connectivity at the junior high campus. 06/10/24 - Significant Progress 01/10/22 - Some Progress
8. The district will implement best practices in chromebook/iPad usage at all grade levels. On going professional development and modeling will be provided to support effective classroom practices that positively impact academic performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Superintendent of Instruction, Director of Technology, Instructional Technology Specialist, Technology Support Team	September to November	(S)Local Funds	Criteria: Staff, parent and student surveys on ability to participate successfully in remote instruction will be utilized. 01/29/25 - Completed 06/10/24 - On Track 01/10/22 - Significant Progress

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to monitor its Emergency Operations Plan and provide training to district personnel on the updated procedures outlined. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Operations Director, Superintendent(s)	March 2017	(S)Local Funds	Criteria: Sign-in sheets and training materials will be used to determine the effectiveness of the emergency training. 02/02/23 - Some Progress
2. The district will continue to provide Handle with Care (HWC), the active shooter training and Standard Response Protocol training on each campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), SRO Officer	August	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. 01/29/25 - Significant Progress 02/05/24 - Significant Progress 09/27/23 - Completed 01/10/22 - Completed
3. The district will continue to provide Bully Prevention training, CPR, Blood Born Pathogens, At- Risk Prevention , Sexual Abuse Prevention, Child Abuse Reporting , and any other trainings that relate to student and staff safety and security needs. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Counselor(s), Principal(s), School Nurse	Fall semester	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. . 01/29/25 - Completed 07/25/24 - On Track 02/05/24 - Completed 10/16/23 - Significant Progress 01/10/22 - Completed
4. The district will continue to use Positive Behavior Intervention Supports and provide training to all staff in how to monitor student behavior and develop appropriate interventions to target specific behaviors. PBIS will be utilized to help reduce Significant Disproportionately among minority students. (Title I SW Elements: 2.6) (Target Group: All,AA,SPED) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Region VIII ESC	August	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. 01/29/25 - Completed 07/25/24 - On Track 06/10/24 - Completed 10/16/23 - On Track 01/10/22 - Completed
5. The district will provide a Disciplinary Alternative Education Program (DAEP) for	Principal(s)	Monthly	(S)State Compensatory	Criteria: PEIMS report documenting students placed in

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students who violate the Student Code of Conduct. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 1,4)				DAEP. 07/25/24 - On Track 06/10/24 - Completed 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
6. The district employs a School Resource Officer (SRO), duties include maintaining a safe environment conducive to learning and contributing to education process for students. Provide for the safety of students, faculty, staff, and the security of all district and campus property. SRO will patrol campuses, assist in the reduction of truancy, respond to calls from campuses, investigate motor vehicle accidents and assist staff with after hour functions. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Operations Director, SRO Officer, Superintendent(s)	Daily	(S)Local Funds	Criteria: SRO will provide documentation of incidents that take place within Hooks ISD. 07/25/24 - Significant Progress 06/10/24 - Completed 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
7. The district will continue random drug testing of eligible students and staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal(s), SRO Officer	Each six weeks	(S)Local Funds	Criteria: Reports provided by Lab Cor. 07/25/24 - On Track 06/10/24 - Completed 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
8. The district will provide security cameras, buzzer systems, Raptor Alert and Raptor check in/check out system. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Maintenance Coordinator, Operations Director	Yearly	(S)Local Funds	Criteria: Documentation will be provided by maintenance tickets and recorded records of security cameras. 02/05/24 - Significant Progress 02/02/23 - Some Progress 01/10/22 - On Track
9. The district will provide a comprehensive	Counselor(s), Dean of Students	August - May	(S)Local Funds	Criteria: Teacher and Student

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
counseling program and promote positive character and choices at every campus. (Title I SW Elements: 2.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)				Climate Surveys 07/25/24 - On Track 06/10/24 - Completed 02/02/23 - Some Progress 01/10/22 - On Track
10. The district will utilize the School Health Advisory Committee (SHAC) to promote health, nutrition and an active lifestyle at every campus. (Title I SW Elements: 1.1,2.1,3.2) (Target Group: All) (Strategic Priorities: 4)	School Nurse	May	(S)Local Funds	Criteria: School health survey 07/25/24 - On Track 06/10/24 - Completed 02/02/23 - Significant Progress 09/19/22 - Pending 01/10/22 - On Track
11. The district will provide healthy and nutritious meal options for students to promote wellness and learning. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Business Manager, Food Service Director and Managers	Daily	(F)USDA	Criteria: Food Service Reports 07/25/24 - On Track 06/10/24 - Completed 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
12. The district will utilize Threat Assessment Teams and the Threat Assessment Analysis Rubric to assess the threat of student violence. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	All Staff, Assistant Principal(s), Counselor(s), Principal(s)	August-May	(S)Local Funds	Criteria: The rubrics filled out will be used to determine effectiveness of process. 01/10/22 - On Track
13. The district will maintain the safe and secure environment of all school facilities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Maintenance Coordinator, Operations Director, Principal(s)	Daily	(F)Title IV	Criteria: School Safety Evaluation 01/10/22 - On Track
14. The district will implement a character education program at each campus. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor(s)	Each Semester	(S)Local Funds	Criteria: Number of behavior referrals each year. 07/25/24 - Some Progress 06/10/24 - Completed 02/02/23 - Some Progress 01/10/22 - On Track

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. The district will provide training to staff on Trauma-Informed Care. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Counselor(s), School Nurse	Once a year	(S)Local Funds	Criteria: Number of counselor referrals. 01/29/25 - Completed 07/25/24 - On Track 02/02/23 - Completed 01/10/22 - Pending 01/10/22 - Completed
16. The district will provide staff training on Traumatic Injury Response Protocol (stop the bleed protocol) and implement bleeding control stations throughout the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal(s), School Nurse, Superintendent(s)	January	(S)Local Funds	Criteria: Training will be documented through sign in sheets and bleeding control stations will be inventoried for compliance. 01/29/25 - Completed 07/25/24 - On Track 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed

Hooks Independent School District

Goal 5. Hooks ISD will facilitate family and community involvement in the growth and success of all students.

Objective 1. Hooks ISD will increase community/parent involvement and support through multiple measures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will maintain regular communication with all district stakeholders through Skyward Family Access, Skyward Message Center, Remind text notifications, campus newsletters, media releases, web page posting, social media formats. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Secretary, District Personnel	Daily	(S)Local Funds	Criteria: Reports will be generated through Skyward, school web site visits, and social media records. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
2. The district will continue to conduct parent/community surveys to determine concerns, needs, and interests. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Federal Programs Coordinator	Spring	(F)Title I	Criteria: Survey results will used to determine the concerns, needs, and interests of the district. 07/25/24 - On Track 06/10/24 - Completed 02/05/24 - On Track 02/02/23 - Completed 09/19/22 - Pending
3. The district will conduct meet the teacher nights, open house, Veteran's Day program, a monthly Senior Luncheon, Grandparents Day, College & Career Senior Nights, and other events for all parents and community members. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	All Staff	Fall and Spring	(S)Local Funds	Criteria: Sign-in sheets at each event will be used to document participation. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track
4. The district will continue to promote FFA, Band, and Athletic Parent Booster Clubs at the junior and high school campuses along with the Parent Booster Club at the elementary campus (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	All Staff, Parent Booster Club Board and Officers, Principal(s), Superintendent(s)	Monthly.	(S)Local Funds	Criteria: Evaluation will be documented through sign-in sheets, agendas, and minutes. 01/10/22 - On Track
5. Each campus will provide a Title I informational meeting to communicate the Title I requirements to parents and community stakeholders. Campuses will review and update Parent Compacts and Parental and Family Engagement Policies as a part of each	Assistant Superintendent of Instruction, Federal Programs Coordinator, Principal(s)	August-September	(F)Title I	Criteria: Training will be documented through participation and attendance logs. 01/29/25 - Significant Progress 01/29/25 - Completed

Hooks Independent School District

Goal 5. Hooks ISD will facilitate family and community involvement in the growth and success of all students.

Objective 1. Hooks ISD will increase community/parent involvement and support through multiple measures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
meeting. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4)				07/25/24 - On Track 06/10/24 - Completed 09/19/22 - Significant Progress 01/10/22 - Completed

Hooks Independent School District

Goal 6. Hooks ISD will develop strategies to improve attendance and eliminate dropouts.

Objective 1. All students will graduate from high school

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will ensure campus attendance clerks work with the district PEIMS coordinator to prevent/recover dropouts and record detailed information about all leavers. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Attendance Secretary, Counselor(s), Principal(s)	Weekly	(S)Local Funds	Criteria: Skyward attendance report is used to view the attendance rate at each campus. 01/10/22 - On Track
2. The district will support in developing, implementing, and evaluating Individual Graduation Plans for At- Risk students in grades 6-8 and all students in grades 9-12. (Title I SW Elements: 2.2,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Counselor(s), Principal(s)	September	(S)Local Funds	Criteria: Documentation will be the students' Individual Graduation Plans. 01/29/25 - Completed 07/25/24 - On Track 06/10/24 - Completed 02/02/23 - On Track
3. The district will continue to support the use of the TxVSN to students desiring coursework not available on campus. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), Principal(s)	Daily	(S)Local Funds	Criteria: Class schedules/rosters, Skyward reports, and Texas Virtual School Network (TxVSN) reports will be used to view student achievement and completion. 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
4. The district will continue to support programs to help at-risk students with credit recovery and/or acceleration programs for students at-risk for failure/dropout. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 3)	Counselor(s), Principal(s)	Fall and Spring	(S)Local Funds	Criteria: Documentation of all students who received additional assistance will be recorded as well as program reports that will provide student achievement results. 07/25/24 - On Track 06/10/24 - Completed 01/10/22 - On Track

Hooks Independent School District

Goal 7. Hooks ISD will maintain equitable and adequate financing of education for all students.

Objective 1. The district will manage all district funds to maximize benefits that flow to students and accommodate student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will examine and align the responsibilities of employees and school system processes to improve efficiency of operations. Staff will utilize Skyward Employee Access to streamline and consolidate district processes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Business Manager, Human Resource Coordinator, Superintendent(s)	Yearly	(S)Local Funds	Criteria: Yearly audit report will document any findings of the school system processes. 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
2. The district administrators will regularly and accurately track spending and other financial transactions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Business Manager, District Personnel, Superintendent(s)	Daily	(S)Local Funds	Criteria: District budget records will track spending and financial transactions. 01/10/22 - On Track
3. The district will continue to exhibit excellence in financial audit outcomes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Business Manager, District Personnel	October	(S)Local Funds	Criteria: Yearly audit report presented to the school board will document the financial audit outcome. 01/29/25 - Completed 07/25/24 - On Track 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed
4. The district will continue to monitor and adjust the 5-year facility plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Operations Director, Principal(s), School Board, Superintendent(s)	Yearly	(S)Local Funds	Criteria: The campus and district reports presented to the school board. 01/10/22 - On Track
5. The district will utilize grant and local funding sources to supplement and support the goals and needs of the district. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Business Manager, Human Resource Coordinator, School Board, Superintendent(s)	Yearly	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (S)CTE Monies, (S)Local Funds	Criteria: Yearly audit report and financial reports show evidence of the support and allocation of funds. 01/10/22 - On Track

Hooks ISD PFE Policy

24-25 Parent & Family Engagement (PFE) Program	
What is it?	Hooks ISD is committed to our vision: To be a dynamic learning community vigorously pursuing student success, challenging all to achieve excellence in our ever-changing global society. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Expectations & Objectives	<p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> ➤ Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ➤ If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. ➤ Learning together leads to better school and home life. ➤ Being a life-long learner can prevent some health issues that often occur later in life.
Hooks ISD will:	<ul style="list-style-type: none"> ❖ Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. ❖ Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators. ❖ Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> • Posting it on our district website, and keeping it up to date • Sending a printed copy home with every student • Distributing printed copies and QR codes/links to the electronic version at annual school meetings ❖ Have a representative at the school's annual Title I meeting ❖ Have a representative at school PFE events ❖ Per request, provide the qualifications of a child's teacher ❖ Conduct evaluations of every PFE event at each school, collect that data, and give a report to that school ❖ Assist schools in the evaluation and revision of their PFE policy and school-parent compact ❖ Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed ❖ Provide training to every district employee on the most effective PFE strategies ❖ Provide trainings to parents on how to navigate the school system ❖ Offer a variety of opportunities to participate in district events: https://www.hooksisd.net/page/calendar
<p>If you need assistance translating this document, please call 903-547-2568 or send an email to deandaj@hooksisd.net Si necesita ayuda para traducir este documento, llame al 903-547-2568 o envíe un correo electrónico a deandaj@hooksisd.net</p>	

Hooks ISD



Professional Development Plan 2024-2025

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Board Policy

As required by SB 1267, 87th Texas Legislature, the State Board for Educator Certification (SBEC) approved a **Continuing Education and Training Clearinghouse (Clearinghouse)**, regarding specific trainings that school districts and open-enrollment charter schools provide for educators and other school personnel.

The Superintendent shall recommend the district's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the district's professional development plan. The district's professional development plan must:

1. be guided by the recommendations for training in the Clearinghouse;
2. note any differences in the policy adopted by the district or school from the recommendations in the Clearinghouse;
3. include a schedule of all training required for educators or other school personnel at the district or school. (DMA Local)

This plan meets those requirements and includes all required board policy components as outlined in DMA Legal, EHB Local, FFBA Legal and Local. All Hooks ISD Board Policies can be located online at: <https://pol.tasb.org/Home/Index/202>

The schedule of trainings does not reflect campus based professional development but does contain all required training. Clearinghouse recommendations were followed.

Purpose

The purpose of the Hooks Independent School District Professional Development Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. To continuously improve student performance, the district is committed to providing dynamic and comprehensive professional development that ensures high standards for all staff and stakeholders who affect student learning. HISD will collaborate with all available resources to ensure high quality, research-based practices are implemented with fidelity.

Our Beliefs

1. Professional learning improves educator effectiveness which is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
- s. Effective school systems commit to continuous improvement for all adults and students.

Our Mission

Our professional development mission is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

To support our beliefs and mission, our professional development program commits to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.
- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement.
- Promoting a supportive environment that develops the desire to improve one's craft through continuous learning.

District Professional Development Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help to maximize the productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking (TSDS, 2006).

The following district norms have been established to guide our professional learning activities:

- Be on time
- Bring individual devices with login information on hand, when required
- Engage in learning through listening, discussing and participating
- Exhibit professional behaviors by collaborating with others and respecting diverse opinions
- Commit to utilize new learning to benefit the students and staff we serve.

District Initiatives

1. Career and Technology Education: Teachers in the CTE Department and the CTE Advisory Group will meet at least twice yearly to align program goals and focus on Industry-Based Certifications.
2. Cross-curricular writing: ELAR teachers will provide guidance to other campus core content area teachers for development of cross-curricular writing activities in addition to the other back to school training opportunities.
3. Data disaggregation: Campuses will reinforce data disaggregation processes and training to establish more effective methodology for addressing student instructional strengths and weaknesses and student growth.
4. Safety training: Staff members will continue to reflect upon the effectiveness of safety drills and will update protocols according to findings. Training for those using/handling hazardous chemicals will be in place for teachers (lab science), custodians, maintenance staff, and any other applicable employees.

Teachers

District professional development for teachers will be aligned to the T-TESS domains and four areas of focus identified through the strategic planning process. These four focus areas include brain-based learning strategies, creativity, student engagement, and innovative practices. These areas are aimed at transforming classrooms into innovative learning labs that challenge, engage, and excite students.

Professional Development sessions will be aligned to implementation of the curriculum (TEKS) and will support Departments/Grade Level Teams. Most of the sessions will be held August 5th – 13th, but some sessions may be scheduled at other times throughout the year.

1. Each year, teachers need to assess their technology skill level and attend applicable sessions to address any areas of identified needs.
2. Teachers should be fully aware of the particulars of their curriculum whether online or in text format.

New Teachers

Induction, as defined by Dr. Phil Schlechty is, "the systems through which new members to the organization are brought to understand and embrace the norms and values they must understand and embrace to be full members of the organization."

This would include systems at both the campus and district level. Induction support may include, but is not limited to:

- Grade Level Team Leader/Department Chair Support (during meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences, during campus meetings)
- District Orientation
 - o Participation in the Region 8 ESC New Teacher Institute
 - o T-TESS Training and Support
 - o Purposeful Planning with the TEKS Resource
 - o Skyward Gradebook
 - o DMAC
 - o Parent Conferencing
 - o Curriculum and Assessment Training

Administrators

Administrators, including the superintendent, directors, campus principals, and coordinators are expected to participate in high quality professional learning that is relevant and based on an administrator's years of experience and includes opportunities to attend local, state and national conferences.

Administrator Professional Development will include:

- Content driven by district data and principal feedback and facilitated by both district and out of district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first year administrators
- Feeder pattern collaboration
- Supporting TEKS Resource System at the Campus Level
- T-TESS and Teacher-designed student learning objectives

The design of the administrator professional learning includes meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, Bowie County Shared Service Arrangement for Special Education, and Region 8 ESC in order to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement.

Activities Include:

1. Classroom Walk-Throughs (using the T-TESS Rubric to Guide Observations)
2. Using Data to support the Campus Improvement Plan and the work of department/grade level teams
3. Accountability Updates
4. Administrator Meetings

Counselors

Counselors play a critical role in our schools in providing guidance and support for students, parents, and teachers. Substance abuse prevention, violence prevention, discipline, bullying, and student leadership are some of the topics they address. At the elementary and middle school, they also support the campus testing program. At the high school, they serve as main point of contact for House Bill 5 and Graduation Plans.

Counselor support may include, but is not limited to:

- Participation in the counselor training through Region 8 ESC or other entities.
- Texas School Procedures Resources
- Workshops that support the implementation of current legislation
- Implementing the Comprehensive School Counseling Program

Testing Coordinators

The secure and accurate administration of the STAAR test is an important responsibility. Campus/District Testing Coordinators will participate each year in the Region 8 District/Campus Testing Coordinator training. Campus testing personnel will be trained by the Campus Testing Coordinator.

Instructional Paraprofessionals

All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. This professional development will correspond with the existing workday.

For example, on district professional development days when subject specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and district administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both district and out of district resources.

Instructional paraprofessionals are to be trained in all Special Education requirements including proper restraints and confidentiality rules.

Support Staff

Staff development will be implemented according to state requirements and overseen by the department directors.

Substitute Teachers

Substitute Teacher Orientation training is required before any substitute teacher can work in the district. This orientation will include safety training, and each attendee will receive a Substitute Teacher Handbook.

APPENDIX A

Trainings/Professional Development in Statute

Note: M – mandatory, E – encouraged, O – optional

Training/Citation	Audience	Notes	M	E	O
Administration of Epinephrine Auto-Injectors <i>TEC §38, Subchapter E, Section 38.210 (b)</i>	If a district adopts a policy under Section 38.208(a) then one or more school personnel members or volunteers on each campus of a district or open-enrollment charter school that adopts a policy for the administration of epinephrine auto-injectors	How to recognize the signs and symptoms of anaphylaxis, administer an epinephrine auto-injector, implement emergency procedures, and properly dispose of used or expired epinephrine auto-injectors. Provided in formal training setting or online and completed annually.	X		
Administration of opioid antagonist <i>Subchapter E-1, TEC §38.222(c) and TEC §38.224(b)</i>	Each district that serves students in grades 6 -12 must adopt a policy under Section 38.221 and one or more school personnel members or volunteers on each campus must be authorized and trained to administer opioid antagonist.	How to recognize the signs and symptoms of an opioid-related drug overdose, administer an opioid antagonist, implement emergency procedures if necessary, and properly dispose of used or expired opioid antagonists.	X		
Administrator appraiser training <i>TAC, Title 19, §150.1024 (b)</i> <i>TAC, Title 19, §150.1005 (c) (d)</i>	Administrators	Before conducting appraisals, an appraiser must satisfactorily complete the T-TESS appraiser training and pass the examination and have completed ILT, ILD, or AEL certification training.	X		
Assessment instrument administration <i>TEC, §39.0304 (a), (b), (c); TAC, §101.3031 (a) (D)(ii); (c)</i>	School district employees involved in the administration of assessment instruments administered under Section 39.023.	May include a qualifying component. Language in TEC is permissive, i.e., the Commissioner may require training. Part of the language in TAC is mandatory, i.e., the commissioner shall require training activities to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner; received annual training in test security and test administration procedures.	X		X
Bible Course Training <i>TEC, §21.459 and TEC, §28.011 (f)</i>	Teachers of elective Bible courses. A course under this section may only be taught by a teacher who holds a certificate that qualifies them to teach at the grade level at which the course is offered and has successfully completed the training outlined in TEC, §21.459.	The Commissioner shall make available training materials and other teacher training resources through access to in-service training.			X
Bleeding Control Stations <i>TEC, §38.030(b)(3)</i>	School district police officer commissioned under Section 37.001 or school security personnel, school resource officer, other district or school personnel who may be reasonably expected to use a bleeding control station.	Agency approved training on the use of a bleeding control station using nationally recognized evidence-based guidelines. Training may be online.	X		
Blood Borne Pathogen Control <i>TAC, Title 25, Part 1, Chapter 96.201; Health & Safety Code, Chapter 81.303(2)</i>	All school personnel	Legislation passed in 1999 requires districts to develop a blood borne pathogen control exposure plan including awareness training in exposure control.	X		
Bilingual Education/ESL <i>TAC, Title 19, §89.1245 (d)(e)(f)</i>	Teachers of bilingual education and ESL programs that are not fully certified.	The Commissioner of Education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs. The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs.		X	
Cardiopulmonary Resuscitation <i>TEC, §33.086</i>	Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.	Must maintain and submit proof of certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.	X		
Civil Rights Training <i>USDA, FNS Instruction Number 113-1, XI</i>	Frontline food service staff and those that supervise frontline staff.	Civil rights training in compliance and complaints on an annual basis.	X		
Classroom Management <i>TEC, §21.055(b),(d-1)</i>	New employees receiving a school district teaching permit	Complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees.	X		
Cybersecurity Training <i>TEC, §11.175(g); Section 2054.5191, Government Code</i>	Notwithstanding Section 2054.5191, Government Code, only the district's Cybersecurity Coordinator is required to complete the training under Section 2054.5191, Government Code on an annual basis. Other school employees required to complete the training shall do so as determined by the district.	Complete a cybersecurity training program certified under Section 2054.519, Government Code.	X		
Concussion Training <i>TEC, §38.154 (b-1), (c)</i>	Each member of the concussion oversight team. The school nurse may be a member of the concussion oversight team if requested by the school nurse. Athletic trainers must obtain continuing education training.	Training must be from an approved provider and must the evaluation, treatment, and oversight of concussions.	X		
Diabetes <i>Texas Health and Safety Code, §168.005</i>	School employees acting as unlicensed diabetes care assistants.	Provided before the beginning of the school year. If a school nurse is assigned to a campus, the school nurse shall coordinate the training of school employees acting as unlicensed diabetes care assistants.	X		
Disciplinary Procedures	Principal or other appropriate administrator who oversees student discipline	Training on the distinction between a discipline management technique under	X		

TEC, §37.0181 (a) (b)		Section 37.002(a) and Section 37.002(b). Training must be received every three years. May be provided in coordination with ESCs through the use of distance learning.			
Dyslexia TAC, §74.28(d)(e)	Teachers who screen and treat students with dyslexia and related disorders. Classroom teachers and administrators of districts that are recipients of a grant under TEC, §29.027.	Training on instructional strategies described in the “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders” Grant funds under TEC, §29.027 used to pay for training for classroom teachers and administrators in meeting the needs of students with dyslexia strategies or to intervention staff resulting in appropriate credentialing related to dyslexia.	X		
Texas English Language Proficiency Assessment System TEC, §29.056(b) TEC, §21.4571	Professionals or paraprofessionals who administer English language proficiency tests.	Training required by the test publisher The Commissioner may not require an employee to complete the training or online calibration activities that has previously successfully completed such training.	X		
Extracurricular Athletic Activity Training Program TEC, §33.202 and TAC, §76.1003	Coaches, trainers, sponsors of extracurricular athletic activities. Director of the marching band.	Emergency action planning, communicating with 9-1-1, recognizing symptoms of potentially catastrophic injuries.	X		
Food Allergy Training TEC, §38.0151; Commissioner of DSHS guidelines	Awareness training for all staff; comprehensive training for food allergy management team.	Training on anaphylaxis and emergency response to anaphylactic reactions. See https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf	X		
Gifted/Talented TAC, §89.2	Teachers that provide instruction and services that are part of the program for gifted/talented students. Administrators and counselors who have authority for program decisions.	Minimum of 30 hours. Must be completed within one semester. Minimum of six hours annually. Must include the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.	X		
Hazardous chemicals Texas Health and Safety Code, §502.009	Employees who use or handle hazardous chemicals (including science lab teachers).	Must provide an education and training program with information on interpreting labels and SDSs, use of protective equipment, first aid.	X		
HIPAA Texas Health and Safety Code, §181.101	Employees where information is necessary to carry out duties.	Training on state and federal law concerning protected health information. Completed not later than the 90 th day after the employee is hired.	X		
Illegal Steroid Use TEC, §33.091 (c-1)	Each district employee who serves as an athletic coach at or above the 7 th grade for an extracurricular athletic activity.	Health effects of steroid use.	X		
Implementing an Aligned Curriculum TEC, §21.451+ (b)	Public school teachers and administrators	Training relating to implementing curriculum and instruction that is aligned with the foundation curriculum and standards and expectations for college readiness.			X
Instruction of Students with Disabilities TEC, §21.451 (d)(2)(a)(b); TEC, §21.054	Educators who work primarily outside of special education and do not possess the knowledge and skills necessary to implement IEPs.	Training that is evidence based as defined by Section 8101 Every Child Succeeds Act.	X		
Investment Training Texas Government Code, §2256.008	Chief financial officer and the investment officer. If the district does not participate in investment funds methods treasurer, CFO, or investment officers are excluded.	Attend one training session from an independent source approved by the governing body containing 10 hours of instruction within 12 months after assuming duties. Must receive at least 8 hours of training not less than once in a two-year period.	X		
Literacy Achievement Academies TEC, §21.4552 TEC §28.0062	Teachers who provide reading instruction to students in any grade level.	The required trainings are different for teachers who provide reading instruction in K-3 than those in grade 4-5 and those in grades 6-8 and those that teach mathematics, science, or social studies. The training is required of teachers who provide instruction in reading, mathematics, science, or social studies at a campus that fails to satisfy any standard under Section 39.054(e) on the reading assessment instrument.	X		X
Mathematics Achievement Academies TEC, §21.4553	Teachers who provide mathematics instruction to students in any grade level.	Training in effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions and mathematical instruction techniques that, through scientific testing, have been proven effective.			X
Mental Health Training TEC §22.904	Any district employee who regularly interacts with students.	Evidence-based training that includes recognition and support of children who experience a mental health or substance use issue that may impose a threat to school safety.	X		
Mentor Training TEC, §21.458(b)(1)(2); TAC, §153.1011 (b)(1)(B) and (b)(3)	Administrators and mentor teachers for classroom teachers with less than two years teaching experience	Research-based mentor and induction training program approved by the Commissioner. The mentoring program is optional; training is mandatory if the district assigns mentors. Administrators training in implementing the program.	X		X
Migrant New Generation System (NGS) PL 107-110, Title I, Part C, Section 1304(a)(6)(B); Texas Manual for the Identification and Recruitment of Migrant Students	All personnel sharing responsibility for implementing NGS activities.	Before November 15.	X		
Migrant Identification and Recruitment (ID&R) PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	All recruiters and designated SEA reviewers for the Migrant Education Program.	Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin.	X		
Multi-hazard Emergency Operations Plan TEC, §37.108 (a)(1) and (c-2)(4)	School district employees including substitute teachers	Training in responding to an emergency. Document type of training, number of employees trained, and person conducting the training.	X		

Open-enrollment Charter Schools Board Members and Officers Training <i>TEC §12.123</i>	Members of the governing board of open-enrollment charter schools and officers of open-enrollment charter schools.	Training in basic school law including school finance; health and safety issues; requirements related to the use of public funds; and, other requirements related to the public such as open meetings.	X		
Open Records Requirements <i>Texas Government Code, §552.012</i>	Officer for public information.	Requirements of the law. Training not less than one hour and not more than two hours regarding responsibilities of the governmental body under this chapter.	X		

Training/Citation	Audience	Notes	M	E	O
P-TESS Orientation <i>TAC, §150.1025</i>	Principals new to district or that have never been appraised with the T-PESS	Prior to or in conjunction with the pre-evaluation conference. The training shall include all state and local appraisal policies.	X		
Positive Behavior Program <i>TEC, Title 2, Subtitle G, Chapter 37, Subchapter A, §37.0013</i>	All staff if the district adopts a positive behavior program.	Annually districts that develop and implement a positive behavior program as defined by TEC, §37.0013 may conduct training on the program adopted.			X
Positive and proactive behavior management <i>TAC, §103.1201 (3)(h)(2) and (3)(i)</i>	DAEP staff	Must target prevention and intervention and focus on positive and proactive behavior management strategies. Annual requirement. Procedures for reporting abuse, neglect, or exploitation of students.	X		
Reporting Child Abuse and Neglect/Sexual Abuse of Children/Sex Trafficking <i>TAC, §61.1051 (c) (d); TEC, §38.0041 (b) (1); §38.0041 (c) (1) (2); §38.030; §38.036</i>	Each year as part of new employee orientation.	Copies of Board Policy must be distributed at the beginning of each school year and must address methods for increasing teacher awareness of issues regarding sexual abuse of children, sex trafficking, and other maltreatment of children. Training must address how grief and trauma affect student learning and behavior.	X		
School board member training and orientation <i>TEC, §11.159; TAC, §61.1</i>	Any interested person including current and prospective board members in the orientation. Board members and superintendent in team building	Training by Regional Education Service Centers or any registered provider. Training includes orientation sessions, annual team-building session, at least 10 hours of continuing education in first year of service and at least 5 hours in subsequent years of service. Specific training requirements are found in TAC, §61.1 and TEC §11.159.	X		
School District Peace Officer Training Curriculum <i>TEC, §37.0812 Occupations Code, §1701.2515262 and §1701.263</i>	School district peace officers commissioned by a district or school resource officers that provide law enforcement in the district.	A district may not contract for the provision of active shooter response training unless the training provider is certified under Section 1701.2512, Occupation Code.	X		
School Readiness <i>TAC, §102.1002(a)(10)(D)</i>	Grantees of the Prekindergarten Early Start Grant Program	Joint professional development that focus on proven school readiness components.			X
Seizure Disorders <i>TEC §38.033</i>	School nurse or school district employee whose duties include regular contact with students.	A TEA approved online course of instruction regarding managing students with seizure disorders.	X		
Suicide Prevention and Bullying <i>TEC, §38.351 TEC, §21.451 (d)(3); (d-1); (d-2); (d-3)</i>	All new district and open-enrollment charter school educators annually and to existing school district and open-enrollment charter school educators on a schedule adopted by the TEA by rule.	Suicide prevention training to be selected from a list of recommended best practice-based programs and research-based practices provided by the Department of State Health Services (DSHS) in coordination with the TEA.	X		
Superintendent Continuing Education <i>TEC §21.054(h); Human Resources Code §42.002</i>	Superintendents	2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.	X		
Teen Dating Violence <i>TEC, §37.0831 (b) (2)</i>	Teachers and administrators	School districts must adopt and implement a dating violence policy which must address "training for teachers and administrators."	X		
T-TESS orientation <i>TAC, §150.1006</i>	Teachers new to the district or teachers who have never been appraised under the T-TESS	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	X		
Use of an automated external defibrillator <i>TEC, §22.902(a)(c) TEC, §21.4515 Section 779.001, Health and Safety Code</i>	District employees and volunteers. School nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, other school employee specified by the Commissioner and student athletic trainers must participate.	Must receive and maintain certification in the use of an automated external defibrillator. School districts to make training available to employees and volunteers.	X		X
Use of digital devices <i>TEC, §38.0231 (a)(H)</i>	Classroom teachers	Training regarding digital device use in the classroom to ensure implementation of the best practices.			X
Use of restraint <i>TAC, §89.1053 (d)</i>	School employees, volunteers, independent contractors.	A core team of personnel on each campus must be trained and must contain an administrator or designee. Personnel using restraint in an emergency must receive training within 30 school days after the use of restraint.	X		
Use of time-out <i>TAC, §89.1053 (h)</i>	General or special education personnel who implement time-out based on requirements in a students' IEP	Within 30 school days of being assigned the responsibility of implementing time-out.	X		

NOTES:

1. TEC, Chapter 21, Section 21.451 outlines staff development requirements for school districts. Among those requirements are that the staff development must be designed to improve education in the district and must be predominantly campus-based and proactive instructional planning with inclusive and evidence-based practices. Several topics that may be a part of the district staff development offerings are listed. It

also may include what is permissible under law including opinions of the United States Supreme Court regarding prayer in public schools. Those trainings listed in Section 21.451 that are mandatory are included in the chart above.

2. TEC, Chapter 11, Section 11.252 states that the district improvement plan must include provisions for “staff development for professional staff of the district” as a “strategy for improvement of student performance.”
3. TEC, Chapter 21, Section 21.054 outlines continuing education requirements for educators, including classroom teachers, principals, and counselors. Section 21.0541 allows an educator to receive continuing education credit for completion of a course on the use of an automated external defibrillator. The 2021 Legislative session deleted requirements regarding mental health issues including grief and trauma from the continuing education requirements, however, it was moved to TEC, Chapter 38, Section 38.036. The 2023 Legislative session changed the phrase “...not more than 25 percent...” to “...at least 25 percent...”
4. TEC, Chapter 38, Section 38.0041 (c) requires training in sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities as part of the new employee orientation.
5. TAC, Title 19, Part 2, Chapter 97, Subchapter EE, Division 1 describes the various trainings required of campuses/districts in need of improvement.
6. Many grants require grantees to participate in specified Professional Development activities.

APPENDIX B

Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
1. Suicide Prevention	<ul style="list-style-type: none"> 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 21.451(d-1)(2) states that the training may include two or more topics listed together 	Suicide Prevention, Intervention and Postvention	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually

Strategies for establishing and maintaining positive relationships among students, including conflict resolution	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with 	<u>Building Skills Related to Managing Emotions, Establishing and Maintaining</u>	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>OR</i></p>
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Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	<p>the Health and Human Services Commission and Education Service Centers</p> <ul style="list-style-type: none"> 21.451(d-1)(2) states that the training may include two or more topics listed together 	Positive Relationships, and Responsible Decision-Making		<ul style="list-style-type: none"> *Annually
Preventing, identifying, responding to, and reporting incidents of bullying	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together 	Positive Youth Development Bullying and Cyberbullying	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
Safety training program	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
Increasing awareness of issues regarding sexual abuse, sex trafficking, and other	<ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a 	Human Trafficking	All employees Part of new employee orientation.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	<p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> 38.004 states that the agency shall develop and update a child abuse training program. 			<p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
Increasing awareness and implementation of trauma-informed care	<ul style="list-style-type: none"> 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<u>Grief Informed and Trauma Informed Training</u>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
Administration of an epinephrine auto- injector	<ul style="list-style-type: none"> 38.210(b)(1) and (2) for program content and format and (3) for frequency. states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 	<u>Epinephrine Auto- Injector Training</u>	<p>School personnel and volunteers who are authorized and trained.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:

Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

Additional Resources: [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5th edition](#), [Criteria for Success in Job Embedded Professional Development](#).

Continuing Professional Education Requirements: [Continuing Professional Education Information](#)

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 37% to 65% by June 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
37%	COVID	39%	53%	58%	78%	63%	63%	65%	59%

Closing the Gaps Student Groups Yearly Targets

	White		Eco. Disadv.	
	Goal	Actual	Goal	Actual
2020	38%	COVID	37%	COVID
2021	40%	50%	39%	46%
2022	55%	83%	50%	59%
2023	60%	65%	55%	63%
2024	65%	59%	60%	49%

Early Childhood Literacy Progress Measure 1

The percent of 1st grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 59% to 67% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
59%	51%	61%		63%		65%		67%	
2023/24- BOY 62%		2024/25 - BOY 65%							
MOY- 56%		MOY 56%							

Early Childhood Literacy Progress Measure 2

The percent of 2nd grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 57% to 65% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
57%	67%	59%		61%		63%		65%	
2023/24- BOY- 59%		2024/25- BOY -53							
MOY- 54%		MOY- 51%							

Early Childhood Literacy Progress Measure 3

The percent of 3rd grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 62% to 70% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
62%	69%	64%		66%		68%		70%	
2023/24- BOY 63%		2024/25- BOY -57%							
MOY- 60%		MOY- 62%							

EC Reading Targeted Professional Development Plan

CIP 2.1.1 Staff will collaborate to align curriculum vertically and horizontally to state standards. Prek-3rd grade staff. ESC 8. Local Funds

CIP 2.1.2 Staff will be provided with professional development that will drive instruction through scientifically researched based curriculum, strategies and programs to increase academic achievement and progress. Prek-3rd grade staff. Local Funds.

- **EC teachers and administration will be trained through the local ESC Reading Academies.**
- **DMAC data training will be provided during back to school professional development to implement increased frequency of assessment data entries. Data will be used to give targeted student instruction.**
- **Reading teachers will implement TEKS resource curriculum integrated with the reading adoptions.**
- **Prekindergarten teacher(s) will continue progress to highly qualified status through professional development opportunities and mentor coaching. CIP 2.3.1 Grade level RTI Teams will meet regularly to disaggregate performance data and develop intervention/enrichment plans for all students, including at risk, to meet challenging state academic standards. Administration and teachers. Title 1 Funds**

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 85% by June 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
56%	COVID	58%	43%	50%	78%	80%	62%	85%	53%

Closing the Gaps Student Groups Yearly Targets

	White		Eco. Disadv.	
	Goal	Actual	Goal	Actual
2020	53%	COVID	51%	COVID
2021	55%	54%	53%	38%
2022	57%	91%	45%	59%
2023	85%	67%	50%	50%
2024	90%	56%	55%	43%

Early Childhood Math Progress Measure 1

The percent of 1st grade students that score at or above grade level mean RIT on MAP Growth math will increase from 65% to 85% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
65%	47%	70%		75%		80%		85%	

2023/24 BOY- 47

2024/25 BOY- 67%

MOY- 60%

MOY- 47%

Early Childhood Math Progress Measure 2

The percent of 2nd grade students that score at or above grade level mean RIT on MAP Growth math will increase from 50% to 70% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
50%	57%	55%		60%		65%		70%	

2023/24 BOY- 46%

2024/25 BOY- 42%

MOY-48%

MOY- 45%

Early Childhood Math Progress Measure 3

The percent of 3rd grade students that score at or above grade level mean RIT on MAP Growth math will increase from 64% to 72% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
64%	7800%	66%		68%		70%		72%	

EC Math Targeted Professional Development Plan

CIP 2.1.1 Staff will collaborate to align curriculum vertically and horizontally to state standards. Prek-3rd grade staff. ESC 8. Local Funds

CIP 2.1.2 Staff will be provided with professional development that will drive instruction through scientifically researched based curriculum, strategies and programs to increase academic achievement and progress. Prek-3rd grade staff. Local Funds.

- DMAC data training will be provided during back to school professional development to implement increased frequency of assessment data entries. Data will be used to give targeted student instruction.**
- Prekindergarten teacher(s) will continue progress to highly qualified status through professional development opportunities and mentor coaching.**

CIP 2.3.1 Grade level RTI Teams will meet regularly to disaggregate performance data and develop intervention/enrichment plans for all students, including at risk, to meet challenging state academic standards. Administration and teachers. Title 1 Funds

CCMR Board Outcome Goal									
The percentage of graduates that meet the criteria for CCMR will increase from 72% to 76% by August 2024.									
Yearly Target Goals									
2020		2021		2022		2023		2024	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
72%	66%	73%	50%	74%	51%	75%	66%	76%	
Closing the Gaps Student Groups Yearly Targets									
	White				Eco. Disadv.				
	Goal		Actual		Goal		Actual		
2020	35%		71%		37%		55%		
2021	37%		52%		39%		40%		
2022	39%		54%		41%		41%		
2023	41%		73%		43%		65%		
2024	43%				45%				

Data is based on TAPR reports that are released for data from one year prior. 2023 percentages are based on 2021-2022 student data.

CCMR Progress Measure 1

The percent of students that earn an Industry Based Certification will increase from 1% to 5% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1%	2%	3%	4%	5%

CCMR Progress Measure 2

The percent of CCMR students that are college ready will increase from 45% to 49% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

CCMR Progress Measure 3

The percent of CCMR students that are career or military ready will increase from 42% to 46% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

CCMR Targeted Professional Development Plan

CIP 2.2 Evaluate the level of success of all students in meeting college, career, and military readiness standards. Local funds

- **SAT testing will be offered to all junior and senior students at district expense.**
- **Provide students with dual credit courses through Texarkana College.**
- **Students will be given the opportunity to take industry based certification tests.**
- **Opportunities to attend career fairs, job fairs, college tours, and/or presentations from the military branches will provided to all students.**

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	Goals for 2021 Review		
September			
October	BOY Early Childhood and CCMR updates	CIRCLE, TPRI, Star Renaissance, CCMR data, Accountability Data	
November			
December			
January			
February	TAPR Report, EC staff trainings	CCMR semester update (enrollment, SAT testing), EC assessment progress	
March			
April			
May			
June	EOY data for EC and CCMR	3rd STAAR scores, CIRCLE, TPRI, Star Renaissance, CCMR	
July			

Board Outcome Goal Progress Monitoring Report

Board Outcome Goal Being Monitored: (insert goal)

Overall Evaluation
On Track

Progress Measure

Progress Measure being Monitored: (insert Goal Progress Measure)

(insert progress measure overall district data and graphs)

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

Campus 1: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus 2: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus 3: (insert data, information, and specific plans moving forward)

Campus 4: (insert data, information, and specific plans moving forward)

Campus 5: (insert data, information, and specific plans moving forward)

Campus 6: (insert data, information, and specific plans moving forward)

Campus 7: (insert data, information, and specific plans moving forward)

Campus Evaluation
Campus Evaluation
Campus Evaluation
Campus Evaluation
Campus Evaluation

Supporting Materials

(Insert Supportitng materials and information)

HOOKS ISD

REPORT ON NUMBER, RATE, AND TYPE OF VIOLENT OR CRIMINAL INCIDENTS

2023-2024

Total Number of Incidents for Hooks High School: 83

Number of Violent or Criminal Incidents: 0

Rate of Violent OR Criminal Incidents: 0%

Total Number of Incidents for Hooks Junior High School: 88

Number of Violent or Criminal Incidents: 0

Rate of Violent OR Criminal Incidents: 0%

Total Number of Incidents for Hooks Elementary School: 18

Number of Violent or Criminal Incidents: 0

Rate of Violent OR Criminal Incidents: 0%



SAS#: ESSAAA24

Organization: HOOKS ISD
Campus/Site: N/A
Vendor ID: 1756001809

County District: 019902
ESC Region: 08
School Year: 2023-2024

2023-2024 ESSA Consolidated Federal Grant Application**PR6000****PR6000 - Gun-Free Schools District Report****Part 1: LEA Report****LEA Report**[Help](#)

Were any students found to have brought a firearm (as defined by Title 18 U.S.C., Section 921) to school? Include students even if expulsion was shortened or no penalty was imposed.

☐ Yes ☒ No**Part 2: Additional Information (optional)****Additional Information****Part 3: Certification and Incorporation****Certification and Incorporation Statement (Only the legally responsible party may submit this report.)**

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized OfficialSelect Contact: or[Add New Contact](#)

First Name: Tracy Middle Initial: L Last Name: Cook Title: Assistant Superintendent
Phone: 903-547-6077 Ext: 1021 E-Mail: cookt@hooksisd.net

Submitter Information

First Name: Tracy Last Name: Cook
Approval ID: tracy.cook Submit Date and Time: 05/08/2024 02:10:31 PM

Hooks ISD Violence Prevention Procedures

The district has policies and procedures in place to protect the students of Hooks ISD.

- HISD has its own school resource officer and participates in the Guardian Program which allows for an armed person(s) on every campus. Officer Hedges coordinates with the guardians and administrators on each campus to ensure the safety of all students.
- All grade levels at HISD participate in events such as Red Ribbon Week and National Drug Free Week.
- The staff of HISD engages in various professional development offerings throughout Region 8, EduHero, and local updates and opportunities. These include but are not limited to bullying, cyberbullying, student self-injury, human trafficking, teen dating violence, character education, conflict resolution, discrimination, and drug and tobacco abuse prevention.
- HISD also addresses topics that include restraint training, identifying, and reporting child abuse and neglect, recognizing positive behaviors and meeting the individual needs of each student.
- HISD follows the student code of conduct, teaching students who are involved in misbehavior more appropriate behaviors/conduct as well as issuing consequences as stated in the code of conduct.
- HISD students have an opportunity to report anonymously on the tip hot line.
- HISD has three certified counselors in the district to offer guidance and support to staff, students and parents as necessary, whether individuals, small groups or as a campus to support school success and positive life choices.

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

**Removal Under
Student Code of
Conduct**

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

**Mandatory
Placement in DAEP**

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

**School-Related
Misconduct**

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
 - a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
 - b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

5. Possesses, uses, sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];
6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.
10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception

Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation

Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated
to School

In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;
2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

Education Code 37.006(c)

*Reasonable
Belief*

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
 - a. The person restrained was younger than 17 years of age; or
 - b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
 - a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
 - b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public

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place if the prevention or interruption causes pecuniary loss of \$1,500 or more to the owner;

- c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- d. Place the public or a substantial group of the public in fear of serious bodily injury; or
- e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

**Sexual Assault of
Another Student**

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

- 1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;
- 2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and
- 3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

**Permissive Removal
Non-Title 5 Felony**

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- 1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in

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conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and

2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)-(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

**Intimate Visual
Material**

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

**One Year After
Conduct**

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

**Certain
Organization and
Gang Membership
and Solicitation**

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the

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	district shall revoke the student's admission. <i>Education Code 25.001(b-1)</i>
Placement of Younger Students	A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. <i>Education Code 37.006(f), .007(e)</i> [See FOD]
Students Younger Than Six	Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. <i>Education Code 37.006(l), .007(e)(2)</i>
Process for Removal Conference	Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.
Mitigating Factors	Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.
Order	Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.
Appeal	If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed. <i>Education Code 37.009(a)</i> [See Student Code of Conduct]

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**Right to Request a
Special Education
Evaluation**

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBA]. *Education Code 37.006(p)*

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

**Beyond Grading
Period or 60 Days**

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

**Beyond End of
School Year**

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required

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under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

DAEP at Capacity

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct, as defined by commissioner rule, a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

Education Code 37.009(a-1)-(a-2)

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**Completion of
Proceedings Upon
Withdrawal**

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

**Enrollment in
Another District**

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
 - a. The out-of-state district provides a copy of the placement order; and
 - b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

**Out-of-State
Placement**

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

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1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

**Court-Ordered
Placement**

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)-(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After
Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

**Not Guilty/
Insufficient
Evidence/Charges
Dropped**

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

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1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After
Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)-(j)

**120-Day Review of
Status**

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by

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Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

**Additional
Proceedings**

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

Note: See FOF for provisions concerning students with disabilities.

Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
BOWIE								
	DEKALB ISD							
	019901001 DEKALB H S							
	Four-Year Public University	10	2	1	0	2	5	0
	Two-Year Public Colleges	14	2	1	3	1	5	2
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	35						
	Total High School Graduates	59						
	HOOKS ISD							
	019902002 HOOKS H S							
	Four-Year Public University	10	3	0	0	1	6	0
	Two-Year Public Colleges	16	4	0	2	3	5	2
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	43						
	Total High School Graduates	72						
	LIBERTY-EYLAU ISD							
	019908001 LIBERTY-EYLAU H S							
	Four-Year Public University	24	8	1	6	6	1	2
	Two-Year Public Colleges	27	5	2	5	4	6	5
	Independent Colleges & Universities	3						
	Not Trackable	1						
	Not Found	105						
	Total High School Graduates	160						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.