



2020-21

HOLDREGE PUBLIC SCHOOLS

An Equal Opportunity Agency

ANNUAL REPORT TO PATRONS

A note from Todd Hilyard, Superintendent



In reading through the Holdrege Public Schools Annual Report, we hope that you see that we are working every day to empower all students for success, all while emphasizing fiscal responsibility to our patrons.

We know that we have great community support and that there is a direct relationship between this support and the quality of our schools. Holdrege Public Schools has a long-standing tradition of dedicated staff members. These staff members, coupled with parents who truly care about their child's education, community members who are solution based, and a consistently progressive school board, have allowed us to provide for an amazing learning environment for our students. Together, all of the entities are committed to the Holdrege Public Schools' mission of preparing students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

It is my privilege to serve you as the HPS Superintendent. Thank you for your help in making the Dusters one of the most well respected districts in the State of Nebraska. Go Dusters!

Statement of Philosophy

The Holdrege Public Schools have been established by this community for the purpose of preparing students to assume their place as responsible, productive citizens in our community, state, nation, and world. To accomplish this we must endeavor to provide experiences and opportunities for each individual to develop to their fullest potential. We must impart not only knowledge, but the thinking skills to put our knowledge to use. We are charged with assisting the student to acquire the skills, attitudes, appreciations, and insights which will help him or her to live effectively and productively in a challenging and changing world.

Mission

The mission of the Holdrege Public Schools is to prepare all students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

Governing Values

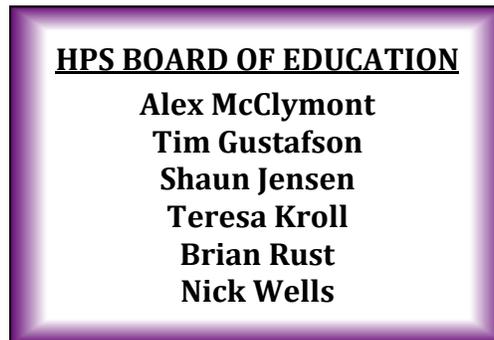
We believe ...

- that everyone deserves to be treated with dignity and respect.
- that we must demonstrate, encourage, and expect responsible behavior.
- that all students are individuals with unique talents and abilities.

- that all students should be given the opportunity for an appropriate education to help them reach their potential.
- that we are committed to prepare our students for the future.
- that schools should provide an inviting and stimulating environment for all.
- that learning is a lifelong process with responsibility shared by the learner, school, home, and community.

Board of Education

The HPS Board of Education meets in regular session monthly, with special meetings as needed. All meetings are open to the public and follow the Open Meetings Act as established by statute. Meeting agendas are available online and Board policies are posted on the school website.



District Location & Facilities

HPS District #69-0044 covers 183.2 square miles in Phelps County and 31.2 square miles in Harlan County. District attendance centers include Holdrege High School, Holdrege Middle School, Holdrege Elementary School, and the HPS Early Childhood Education Center.

The Tassel Center for the Performing Arts was gifted to HPS in 1999 by the Phelps County Community Foundation, Inc. The Tassel provides a setting for students to showcase their talents in music, speech, and theatre.

Educational Programs & Services

Holdrege Elementary School was completed for occupancy at the beginning of the 2015-16 school year. The building also houses the HPS Early Childhood Education Center.

Holdrege Elementary School provides a developmentally appropriate educational environment for all K-4 students. Instruction is offered in all curricular areas with the use of current instructional practices with technology used to enhance learning opportunities. Title I reading and math, Response to Intervention, special services, and other programs are available to students.

The HPS Early Childhood Education Center program provides educational services which strive to assist preschool children in achieving language, cognitive, socio-emotional, and physical gains.

Holdrege Middle School is dedicated to the development of the 5-8 grade students intellectually, socially, and emotionally by providing solid core and exploratory academic programs that allow students to discover interests and personal academic goals. HMS seeks to work in partnership with parents and students to help make the transition smooth from elementary to high school by providing the best opportunities available for each student to be successful.

Holdrege High School is a comprehensive secondary school serving 9-12 grade students by promoting a solid work ethic, citizenship, and academic success for all students. Students are encouraged to develop a sense of responsibility that enables them to be both self-disciplined and self-reliant. With the use of the 1:1 technology enhanced learning environment, the High School is dedicated to provide 21st century learning opportunities and skills by all teachers in all subject areas.

HPS identifies high ability learners and provides an integrated program for all students using differentiated instruction and emphasizing problem solving techniques, high level thinking skills, and opportunities for creativity. Advanced placement courses, as well as participation in quiz bowls, summer honors program, and other challenging experiences are made available to students. HPS participates in the High Ability Learner Education Consortium through Educational Service Unit #11.

Title I services are provided for all students in grades K-4 who show need for extra assistance in reading and mathematics skills.



STUDENT ACHIEVEMENT

2020-21

For additional information, see the 2020-21 Nebraska Department of Education's Nebraska Education Profile at <http://nep.education.ne.gov/snapshot.html#69-0044-000>

Student Achievement

With the closing of our school buildings this past spring due to the Covid-19 pandemic, state and district assessments were not conducted. Reasons for not requiring students to complete such assessments at home centered around the validity of the assessments. In order to best assess what our students have learned is by controlling the external environment around them, which was not possible in the spring of 2020. Therefore, there was no data to extrapolate from that point in time to share with you here. Rather a fall to fall comparison has been done utilizing the NWEA MAP assessment. Of course, changes were made between the fall 2019 assessment and fall 2020 assessment to the benchmark indicators called RIT scores. NWEA conducts a research study roughly every five years to determine whether their benchmark indicators are accurate to represent the average level of student achievement at each grade level. From that study, new RIT scores were determined and set for all assessments starting in the summer of 2020. (The 2015 average RIT scores and the 2020 average RIT scores are included for your reference.) The changes to the RIT scores do impact the overall performance scores of our students because along with the RIT change, changes were made to the assessments themselves. Those changes included the addition or removal of test question items. Overall, for both reading and math, the average mean RIT scores have lowered. This does not indicate that students are performing at a lower level, rather that the RIT means now better reflect where students are actually performing academically based on state and national standards.

When analyzing the scores, we continue to see growth from grade to grade. Increased growth indicates that students were able to grasp and retain learned concepts. As we move forward we will continue to analyze whether

there was a so-called "Covid effect" in the performance levels. As we progress through the current academic year, teachers will continue to formatively assess regularly within their lessons to determine what students may not have had the opportunity to grasp from the late spring of the previous school year. Overall, the following assessment scores represent continued perseverance to keep learning at the forefront of the current pandemic, which we will continue to focus our district energies on for the betterment of our students and our community.

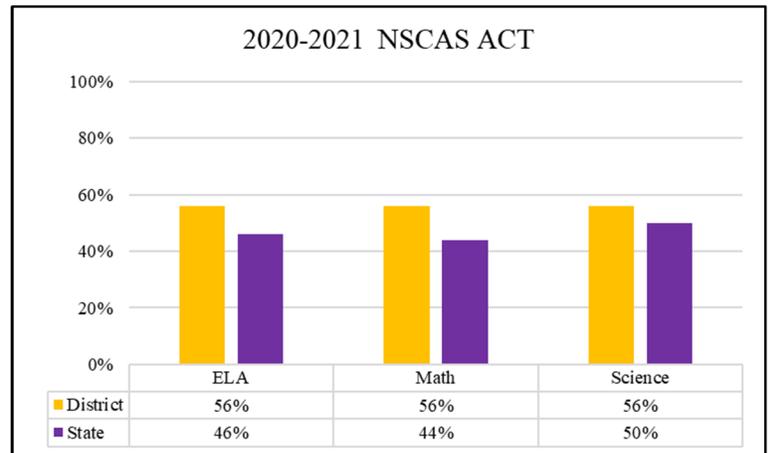
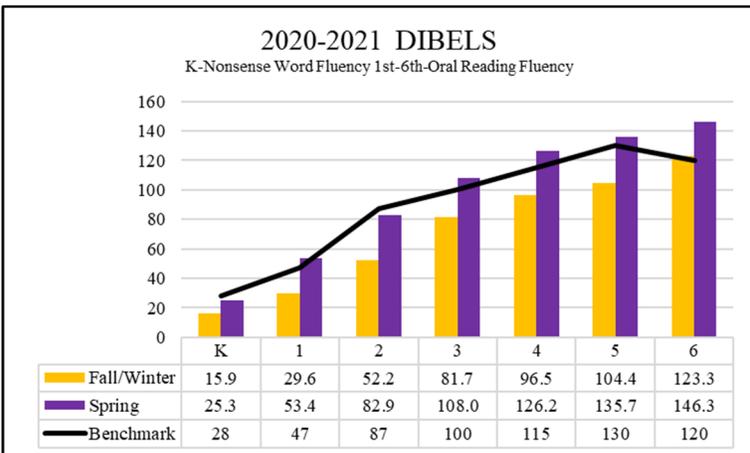
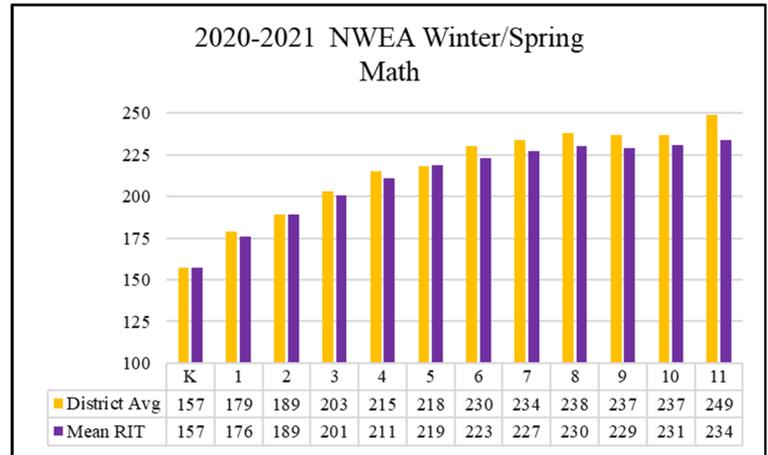
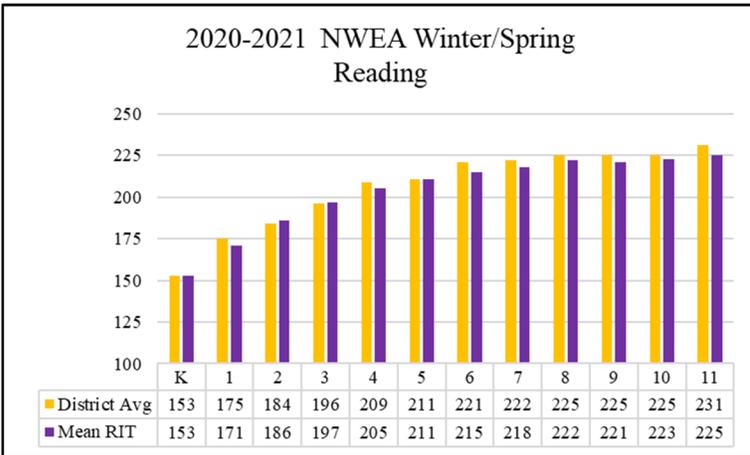
NSCAS tests were in a pilot year for new testing items and platform, therefore, no results are included in this report.

DIBELS

DIBELS testing was completed in the fall, winter, and spring. The data shows a comparative trend of reaching and/or exceeding set benchmarks.

ACT

The ACT, a college readiness assessment, is now required for students in place of a state developed assessment. The purpose of the ACT is to determine student level of performance in preparation for college. The content areas assessed include English, math, reading, science, and writing. The state ACT test was taken by 69 HHS juniors in March 2021. Our juniors out-performed the state averages in all subject areas. Students can use their composite scores from this required assessment for college admittance and entrance requirements.

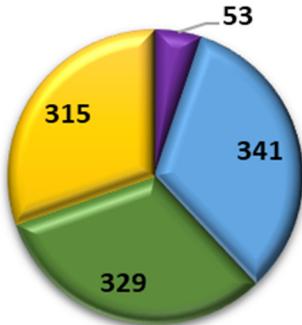


HPS SNAPSHOT

2020-21

Student Enrollment 2020-21

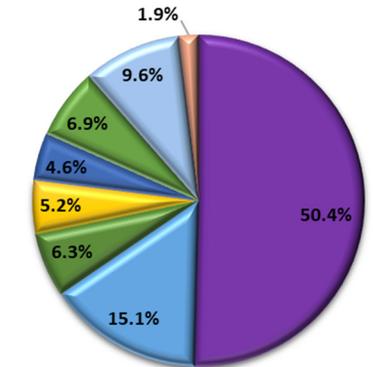
Total Enrollment - 1,038



- PK/Early Childhood - 53
- Grades K-4 - 341
- Grades 5-8 - 329
- Grades 9-12 - 315

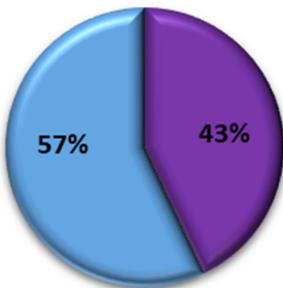
2020-21 ENROLLMENT (October 1 NDE Snapshot)	
PK/Early Childhood	53
Kindergarten	69
Grade 1	66
Grade 2	71
Grade 3	66
Grade 4	69
Grade 5	81
Grade 6	91
Grade 7	83
Grade 8	74
Grade 9	79
Grade 10	85
Grade 11	75
Grade 12	76
TOTAL	1,038

General Fund Expenditures



- Regular Instruction - 50.4%
- Special Education - 15.1%
- Special Programs - 6.3%
- Administration - 5.2%
- Board of Ed/Supt & Business Support - 4.6%
- Support Services - 6.9%
- Plant Operation & Maintenance - 9.6%
- Transportation (Bus Route) - 1.9%

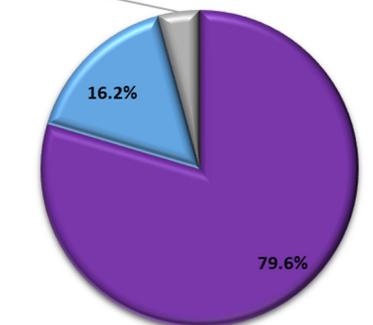
Free & Reduced Meals Percentage



- Free & Reduced - 43%
- Non Free & Reduced - 57%

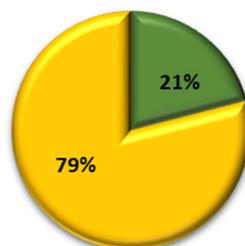
2020-21 Staffing	
Certified Staff—Teachers, Special Services, and Administrators	101.53 FTE
Professional Staff—School Psychologist & Nurse	3.00 FTE
Paraeducators & Aides	29.60 FTE
Administrative Support, Clerical, Custodial, Route Bus Drivers, Other	22.80 FTE
100% of HPS Teachers are NCLB/ESSA Qualified	
HPS Certificated & Professional Staff Average 17.65 years of Experience	

Funding Sources



- Local & County - 79.6%
- State - 16.2%
- Federal - 4.2%

Special Education Percentage



- SPED - 21%
- Non-SPED - 79%

2020-21 Transportation & Activities

Student Activities logged 52,106 miles

75% of Holdrege High School Students participated in at least one Student Activity

133 PK-12th Grade Students were transported 58,405 miles on Bus Routes & Courtesy Shuttle

2020-21 Valuation, Levy, and Per Pupil Cost

District Valuation	\$1,130,757,747
General Fund Levy	\$0.910000
Bond Fund Levy (New Elem.)	0.090000
Building Fund Levy	0.070700
QCPU Fund Levy	0.000000
TOTAL LEVY	\$1.070700
Per Pupil Cost (ADM)	\$14,989



Parent involvement to emphasize reading is a successful part of the program.

Services are provided for students identified as “limited English proficient”.

Summer school is available for students in grades K-4, while summer session credit recovery is available for middle school and high school students.

HPS educates students with disabilities alongside students who do not have disabilities in the regular education environment, unless the nature or severity is such that education in regular classes using supplementary aids and services cannot be achieved satisfactorily. Special services are provided to those students who have been referred by the Student Assistance Team and verified by the Multidisciplinary Team. Teachers and specialists provide the following services to children with disabilities: resource assistance; speech/language, occupational, and physical therapy; behavioral services; audiology and vision services; and transition program services.



Accreditation

The District is accredited by the State Department of Education and was awarded continuing accreditation through spring 2024. Our visit was conducted by three Nebraska administrators who reviewed our policies, procedures, and practices over two days in March 2019.



In off-site and on-site review sessions, the Nebraska Frameworks External Review Team examined artifacts and evidence provided by the district. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The team was comprised of three Nebraska educators. Over the course of the review, the team gathered evidence, made observations, reviewed artifacts, and interviewed representatives from a variety of stakeholder groups. The district was well-prepared for the review and provided extensive artifacts and evidence for the team to review. These documents included profile information, district and school accreditation reports, district and



school performance data, stakeholder feedback data, teaching and learning evidence, and a host of other documents that aligned to the Nebraska Frameworks standards. The district’s approach to completing the Executive Summary and Self-Assessment was thorough and comprehensive which contributed to a comprehensive insight into the operation of the district.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which Holdrege Public Schools met the recommendations given by Nebraska Frameworks. As a result of interviews, observations, and review of evidence, it was clearly evident that school leadership and staff at all levels of the district are committed to a culture that is based on excellence and shared values and beliefs. The district was commended for their work on establishing a common language through the use of the Marzano



Instructional Model. The implemented model helped to provide a culture of change to a growth mindset and focused efforts on staff development for all educators in the area of teaching and learning.

The primary academic goal of Holdrege Public Schools over the last several years has been improvement in the area of reading. The team commended the district for establishing policies and procedures in order to monitor and support instructional practices in reading. Through the Response to Intervention process, new K-12 English Language Arts curriculum, professional development, and a commitment to increased time devoted to reading, this goal has become a reality.



Additional commendations related to the district’s focused motto of “Stand as One” to connect with our stakeholder groups of students, staff, parents, and community. Efforts to create environments of learning that are welcoming were evident for the accreditation team to see and were supported by interviews with students, staff, and parents. Students expressed their appreciation for having schools that were safe and supportive that offered a variety of activities to participate in.

The team provided the district four required actions as follows:

- Continued implementation of the Marzano Instructional Model and alignment of the teacher evaluation process for consistent district-wide expectations. Revisions of the current teacher evaluation tool were in the beginning stages at the time of the visitation.
- When establishing goals for the next cycle, building and district level goals should be aligned for measuring student growth and related to a determined focused area of improvement.
- Utilizing the newly established Multi-Tiered System of Supports (MTSS) process, the district would benefit from exploring a more comprehensive approach to such areas as core intervention, in-depth curriculum inquiry, and behavior expectations.
- Establishing increased rigor, when possible, for students by offering a variety of instructional strategies and programs at all levels.

Over the course of the review, the team found that the Holdrege Public Schools has established a sound educational program, engages in systemic thinking and actions, and provides a safe and welcoming learning environment for all students, staff, and parents.

