

Lumberton Independent School District
Lumberton High School
2024-2025 Campus Improvement Plan



Mission Statement

Challenge & inspire all students to develop their talents, becoming the best version of themselves

Vision

To be a premier school district with an inclusive culture for excellence in learning & leading

Core Values

Activate each individual's full potential by:

- Promoting innovation
- Encouraging lifelong learning
- Creating opportunities
- Having high expectations for all

Exemplify character traits based on:

- Honesty & integrity
- Inclusiveness
- Compassion
- Work ethic
- Perseverance & Confidence

Continue a tradition of excellence through:

- Demonstrating Raider Pride
- Exemplifying energetic leadership
- Exuding positivity
- Promoting a family atmosphere

Provide a positive environment with:

- Opportunities to grow
- Safe & nurturing conditions
- Individuals who are team players
- Strong relationships

High levels of community support
Transparent & timely communication
Family-oriented values

Motto: *"Raiders Today, Leaders Tomorrow"*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lumberton, located in Hardin County, has a population of over 13,500 people according to the 2020 US Census Bureau, and another 15-16,000 or more residents live in the surrounding area included in the 59 square-mile Lumberton Independent School District. Lumberton is the largest city in Hardin County and is currently growing at a rate of 2.03% annually.

Lumberton was settled due to the abundance of timber. Many tons of lumber have been shipped from this area. It borders on the Pine Island Bayou and Village Creek where boating and fishing are common attractions. Village Creek State Park, one of the State's newest State Parks, is located on Village Creek in Lumberton.

A large number of civic clubs and organizations are active in the city, including a very active Chamber of Commerce. There are churches representing most major denominations. Lumberton has an active City Government. Law enforcement is maintained by the City Police, with fire and ambulance services provided by active volunteer groups. The City has a great public library for area residents. Lumberton Municipal Utility District provides water and sewer services for residents within the boundaries of the school district.

Lumberton Independent School District has the best of two worlds. The conveniences of a large urban area located only a short drive away, while Lumberton retains the atmosphere of a small, close-knit community. Lumberton I.S.D. provides educational services to the city of Lumberton and the surrounding area of southeast Hardin County. Lumberton I.S.D. is fully accredited by Texas Education Agency. Currently there are five campuses located within the city limits of Lumberton, Texas. Pre-K and kindergarten are located at the Lumberton Early Childhood School, 1st through 3rd grades are located at the Lumberton Primary School, 4th through 5th grades are housed at Lumberton Intermediate School, 6th and 8th grades are at Lumberton Middle School, and 9th through 12th graders attend Lumberton High School.

Lumberton takes pride in its excellent educational system and is committed to providing the best possible education to its students. School buildings are well designed and classrooms are completely air conditioned. In recent years several of Lumberton's graduates have done well in National Merit Scholarship competition. With an enrollment of over 4200 students, the Lumberton School District operates a comprehensive school program for pre-kindergarten through twelfth grade students. A fleet of buses transport students on each of the five campuses. Specially equipped buses transport Special Education students. Transportation is available for all students. The district is considered to be a large AAAA School district according to the UIL classification system.

Lumberton schools present students with the opportunity to grow academically and to participate in a variety of extracurricular activities. Each year Lumberton students take part in UIL activities including music at all schools, UIL academic events, athletic programs, performing arts, choir, dance and drill teams, and academic decathlon. Lumberton High School also offers a large variety of student programs focused in Career and Technology Education as well as College level coursework, where students can receive dual-credit for many courses.

The latest available TAPR report as of 2023 indicates the following data:

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	1,334	100.0%	4,185	5,504,150	1,330	100.0%	4,105	5,518,433

Total Students	1,224	100.0%	4,163	3,304,130	1,229	100.0%	4,193	3,316,434
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.4%	0	0.0%	2.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.2%	3.7%	0	0.0%	2.1%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 2	0	0.0%	8.2%	7.2%	0	0.0%	8.2%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 5	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.2%	7.2%
Grade 7	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 9	336	27.5%	8.0%	8.7%	336	27.3%	8.0%	8.7%
Grade 10	314	25.7%	7.5%	7.9%	315	25.6%	7.5%	7.9%
Grade 11	261	21.3%	6.2%	7.0%	262	21.3%	6.2%	7.0%
Grade 12	313	25.6%	7.5%	6.6%	316	25.7%	7.5%	6.6%
Ethnic Distribution:								
African American	5	0.4%	0.5%	12.8%	5	0.4%	0.5%	12.8%
Hispanic	124	10.1%	11.4%	53.0%	125	10.2%	11.4%	52.9%
White	1,048	85.6%	83.9%	25.6%	1,051	85.5%	83.9%	25.7%
American Indian	3	0.2%	0.5%	0.3%	4	0.3%	0.5%	0.3%
Asian	11	0.9%	0.8%	5.1%	11	0.9%	0.8%	5.1%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	31	2.5%	2.7%	3.0%	31	2.5%	2.7%	3.0%
Sex:								
Female	594	48.5%	48.6%	48.8%	596	48.5%	48.6%	48.8%
Male	630	51.5%	51.4%	51.2%	633	51.5%	51.4%	51.2%
Economically Disadvantaged	371	30.3%	37.2%	62.1%	374	30.4%	37.1%	62.0%
Non-Educationally Disadvantaged	853	69.7%	62.8%	37.9%	855	69.6%	62.9%	38.0%
Section 504 Students	173	14.1%	12.4%	7.4%	173	14.1%	12.3%	7.4%
EB Students/EL	23	1.9%	2.6%	23.1%	23	1.9%	2.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	36	2.8%	1.1%	1.5%				

Category	District Count	District Percent	State Count	State Percent	Enrollment Count	Enrollment Percent	State Enrollment Count	State Enrollment Percent
Total Students	4185	100.00%	5504150	100.00%	4195	100.00%	5518432	100.00%

Category	District Count	District Percent	State Count	State Percent	Enrollment Count	Enrollment Percent	State Enrollment Count	State Enrollment Percent
Early Childhood Education	15	0.40%	17201	0.30%	19	0.50%	25110	0.50%
Pre-Kindergarten	90	2.20%	243493	4.40%	90	2.10%	244284	4.40%
Pre-Kindergarten: 3-year Old	0	0.00%	40199	0.70%	0	0.00%	40213	0.70%
Pre-Kindergarten: 4-year Old	90	2.20%	203294	3.70%	90	2.10%	203749	3.70%
Kindergarten	283	6.80%	367180	6.70%	283	6.70%	367466	6.70%
Grade 1	321	7.70%	399048	7.20%	321	7.70%	399413	7.20%
Grade 2	344	8.20%	395639	7.20%	344	8.20%	396470	7.20%
Grade 3	317	7.60%	393583	7.10%	317	7.60%	393764	7.10%
Grade 4	300	7.20%	393765	7.20%	300	7.20%	393936	7.20%
Grade 5	321	7.70%	395111	7.20%	321	7.70%	395394	7.20%
Grade 6	304	7.30%	399341	7.30%	304	7.30%	399527	7.30%
Grade 7	330	7.90%	409362	7.40%	330	7.90%	409758	7.40%
Grade 8	336	8.00%	425589	7.70%	336	8.00%	425758	7.70%
Grade 9	314	7.50%	477875	8.70%	314	7.50%	477863	8.70%
Grade 10	261	6.20%	436752	7.90%	261	6.20%	437002	7.90%
Grade 11	261	7.50%	385894	7.00%	316	7.50%	386027	7.00%
Grade 12	313	7.50%	364317	6.60%	315	7.50%	366512	6.60%
African American	22	0.50%	705310	12.80%	22	0.50%	706775	12.80%
Hispanic	478	11.40%	2915219	53.00%	478	11.40%	2915791	52.80%
White	3513	83.90%	1410571	25.60%	3513	83.90%	1416420	25.70%
American Indian	19	0.50%	17050	0.30%	19	0.50%	17056	0.30%
Asian	32	0.80%	280306	5.10%	32	0.80%	280742	5.10%
Pacific Islander	6	0.10%	8696	0.20%	6	0.10%	8700	0.20%
Two or More Races	115	2.70%	166128	3.00%	115	2.70%	166565	3.00%
Female	2036	48.60%	2688496	48.80%	2039	48.60%	2693780	48.80%
Male	2149	51.40%	2815654	51.20%	2156	51.40%	2824652	51.20%
Economically Disadvantaged	1555	37.20%	3415987	62.10%	1557	37.10%	3421217	62.00%

Category	District Count	District Percent	State Count	State Percent	Enrollment Count	Enrollment Percent	State Enrollment Count	State Enrollment Percent
Non-Educationally Disadvantaged	2630	62.80%	2088163	37.90%	2637	62.90%	2097515	38.00%
Section 504 Students	517	12.40%	407619	7.40%	517	12.30%	407743	7.40%
EB Students/EL	109	2.60%	129468	2.30%	109	2.60%	1270533	2.30%
Students w/ Disciplinary Placements (2021-22)	49	1.20%	87162	1.50%	51	1.20%	87162	1.50%

Demographics Strengths

Lumberton ISD has multiple areas of strength:

1. College, Career, and Military Readiness: At the High School Level English and Math Collge Preparatory classes were expanded for the 2024-25 school year. Als Audio/Video Production, and Criminal Justice have seen significant growth while allowing students to earn Dual Credit. The new CTE building houses these progra equipment to boost them even further.
2. Graduation Rate: the LISD 4-year graduation rate is 100% (OnDataSuite August 2024).
3. Special Programs: The Department of Special Programs has added close to 100 additional students in the past two years. It has an excellent reputation of servin Recent Spacial Education Audit has provided additional guidance to the LISD leadership team on how to make the program even more successful.
4. LISD is dedicated to maintaninig low teacher-student ratio without filing class size waivers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Data from the TEA indicates a 72% increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504. **Root Cause:** The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.

Problem Statement 2 (Prioritized): Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities. **Root Cause:** Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

Student Learning

Student Learning Summary

In 2022 (latest available A-F rating), Lumberton High School was rated with an 86 (B) with a Distinction Designation in Social Studies.

Districts are rated in three domains—Student Achievement, School Progress, and Closing the Gaps. In determining the ratings, TEA considers such factors as student achievement on STAAR (grades 3-11), College, Career, and Military Readiness, Graduation Rate, Students' Academic Growth, Relative Performance (comparing to districts and campuses with similar demographics), and Students' English Language Proficiency.

The 2024 Lumberton High School at Meets grade level:

All Subjects and Grade Levels 68%,

Reading 72%,

Mathematics 46%,

Science 72%,

Social Studies 79%, and

Academic Growth 71%.

Student Learning Strengths

English I and English II EOC Performance (2024):

- **Lumberton ISD:** Consistent and strong performance in English I and English II EOC exams.
- **Comparison to State and Region 5:** Lumberton ISD outperforms the state averages and is on par with or slightly better than Region 5 in these English Language Arts program.

Biology EOC Performance (2024):

- **Lumberton ISD:** Noticeable improvement in Biology EOC scores.
- **Comparison to State and Region 5:** Lumberton ISD's Biology performance is higher than both the state and Region 5 averages, indicating

US History (2024):

- **Lumberton ISD:** Strong performance in US History STAAR assessments.
- **Comparison to State and Region 5:** Lumberton ISD scores exceed the State and Region 5 averages, highlighting a solid social studies cur

Algebra I EOC Performance (2024):

- **Lumberton ISD:** High performance in Algebra I at Approaches Grade Level.
- **Comparison to State and Region 5:** Lumberton ISD's scores in Algebra I are above the State and Region 5 averages at Approaches Grade Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): LHS does not have enough devices to utilize or access the online instructional materials in classroom instruction. **Root Cause:** The district's instructional materials have moved to online platforms requiring devices, and there is a lack of sufficient technology resources.

Problem Statement 2 (Prioritized): CTE students cannot access the internet in certain locations, preventing the use of online instructional materials. **Root Cause:** Cost of installing boosters to enhance internet connectivity in problem areas.

Problem Statement 3 (Prioritized): Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning. **Root Cause:** Budget constraints, inadequate internet availability, and lack of headphones for students.

Problem Statement 4 (Prioritized): Budget constraints, inadequate internet availability, and lack of headphones for students. **Root Cause:** The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

Problem Statement 5 (Prioritized): Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments. **Root Cause:** Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

School Processes & Programs

School Processes & Programs Summary

The Board of Trustees and Superintendent of Schools has established the primary goals for Lumberton ISD for 2024-2025. These goals, as listed in the Goals section of this plan, are implemented into all campuses through their strategies and independent goals each have established that reflect the vision and mission of the school district and its goals.

Instructionally, the district has well-established programs that align to ESSA and TEA requirements for instruction. Some of these include a Dyslexia program, Response to Intervention (RTI) program, Gifted and Talented Program, English as a Second Language (ESL) program, Career and Technology Education course offerings, AP and Dual-Credit course offerings, and a vertical and horizontal curriculum alignment that embeds a richly-developed instructional sequence of coursework, activities, and programs aligned to the Texas Essentials of Knowledge and Skills. Technology integration in the curriculum blended-learning process has become a large part of the effectiveness of the overall outcomes toward increasing accountability measures for the district.

Personnel recruitment, support, and retention is an important goal established by the local School Board that encompasses recruitment and training strategies to fit the diverse needs of the Lumberton ISD community of learners. Training programs and mentoring of new teachers is a critical component of establishing the effective foundation for long-term retention of professionals in and out of the classroom. The Human Resources Department develops effective and meaningful staff development for current and potential personnel, and provides effective strategies to eliminate attendance issues and other program management concerns dealing with current and potential employees. Incentives have been developed to assist in driving effective best practices throughout the campuses and departments. The Teaching and Learning Department includes Instructional Coaches that support new teachers adjusting to the district as well as longstanding teachers that need additional help.

Attending University-driven job fairs has been an effective tool for recruiting. The school district has also developed a local job fair that includes all departments throughout the district for recruiting potential applicants to the district.

The administrative team in Lumberton ISD advises the Superintendent and Board of Trustees of important activities and events throughout the district, and utilizes the various social media platforms to connect to parents, community and business members. Parent engagement is a vital part of the campus and district teams to assist in planning and collaboration for effective implementation of strategies and ideas to improve student achievement and increase positive school climate for all. School partnerships have played a vital role in Lumberton ISD, and continues to be a driving force for school improvement.

School Processes & Programs Strengths

Through the Child Find process and in partnership with all campuses in Lumberton ISD, the number of students with learning disabilities in Dyslexia has generated an increase in the identification and subsequent improvement of identification and follow-up to assist these struggling learners. Through these processes, student achievement will increase in these special population areas. The training and support given to teachers to implement new strategies and processes for students falling behind, has led to effective management of important programs that will have a far-reaching impact for struggling learners.

The technology integration processes will produce more efficiency in data review and team collaboration, and enable teachers and campus teams to easily navigate student data to track progress in the programs for many years to come. This will enable educators to use historical data on students to form improvement strategies and assessment needs to make sure every student identified is receiving what is needed for achievement and overall progress.

The curriculum department (Teaching and Learning) has effectively managed and maintained curriculum goals/objectives to align vertically and horizontally to assure teachers understand important concepts and methodologies that will result in student academic success. Scope and sequences have been designed with year-at-a-glances to allow teachers alignment of curriculum planning and lesson development that is system designed and effective. Planning and development with all staff has proven to be a driving indicator of overall success for the district. Most recently, the district has developed an Instructional Word Wall booklet that encompasses the district's philosophies and instructional practices for effective classroom instruction. Professional development has included ICLE (International Center for Leadership in Education), which provides long range goals in rigorous and relevant teaching and student engagement. Professional Learning Communities (PLC) are an expectation for teacher and administrative teams in reviewing data, adjusting instruction,

and developing instruction to meet the needs of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. **Root Cause:** Salary, travel distance

Problem Statement 2 (Prioritized): There is a lack of student access to technology devices for instruction involving online curriculum and Industry-Based Certification testing. **Root Cause:** Funding/shifting unnecessary spending to technology

Problem Statement 3 (Prioritized): The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge. **Root Cause:** Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.

Problem Statement 4 (Prioritized): Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning. **Root Cause:** Lack of effective transition planning and communication between campuses.

Perceptions

Perceptions Summary

It is the motto of Lumberton ISD; *"Raiders Today, Leaders Tomorrow."* That is the district motto that embodies the beliefs and views of a district-wide planning team representing the school district as a whole. The Mission Statement for the district is *"Challenge & inspire all students to develop their talents, becoming the best version of themselves."* Finally, the district's Vision is *"To be a premier school district with an inclusive culture for excellence in learning & leading."*

As the flagship campus of LISD, Lumberton High School strives to live up the district's motto, vision, and mission. LHS is the last stop our students have prior to entering the world of higher education, or the work force. We intend to graduate leaders. Through our programming and culture, LHS challenges and inspires students to develop their talents, and become the best version of themselves. LHS strives to be a premier campus with an inclusive culture for excellence in learning and leading.

School climate surveys are done annually to have planning data accessible from the staff, students, and community members (parents and businesses). Survey results show an 80% positive image of the school district, with most survey participants feeling good about what takes place in the school district, and the achievement results received from the state. Safety is valued and weighted with a positive response from most participants in the survey. This includes campus safety as well as riding the school bus.

Other positive feedback shows that technology is an important component for students' success and in the learning process, and is demonstrated with proficiency by staff and students. Students and staff feel respected in the school, and perceive the buildings to be well-maintained and clean. Students feel their learning is important in the school, and that they are given enough opportunities to participate in extracurricular programs, and are challenged to think. Parents feel they are given ample opportunity to participate in the school as a volunteer and are received well by the staff when visiting the campuses.

Lumberton High School has a family-oriented environment. Multiple evening classes or campus events are provided for parents with language barriers, instructional struggles, and general parent information to assist them in working with the school for their student's overall success in school. LHS values parent involvement and encourages attendance at activities and events sponsored on campus. The belief is that the most important link to student success and overall achievement is the positive relationship parents have with the school campus.

Perceptions Strengths

The following is a list of great attributes of Lumberton ISD:

- **Tradition** – LHS continues a proud tradition of providing quality learning experience for all of our students in a safe and caring environment.
- **Service to the Community** – Creating responsive stewards through student service within our community. We are here to serve the Lumberton community and make our citizens proud.
- **All students matter** - We all know that in larger school districts students become numbers; however, at LHS, we come to know our students and their families.
- **The perfect size district** – Lumberton High School is big enough to offer many of the academic offerings of larger school districts, but we remain small enough for our students to receive personalized attention in a safe and supportive environment.
- **Academic Choice and Fundamentals** – LHS offers many career pathways for students academically along with having a wide variety of elective offerings supporting the core curriculum. Our high school offers Advanced Placement, and honors courses while our elementary and middle schools offer gifted and talented programs. There are course offerings for every student to support their plans for the future. Overall, in addition to these great offerings, our campus firmly believes in building strong fundamentals and are committed to providing a solid foundation for all of our students in reading, writing and mathematics.
- **Well-Rounded Education** – LHS's extra-curricular and co-curricular programs are outstanding allowing our students to participate in a well-rounded education. Programs include award winning performing arts programs, clubs, sports, robotics and many more.
- **Dedicated and Caring Staff** – Most importantly, LHS has dedicated employees throughout the campus and departments who are committed to the success of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. **Root Cause:** Salary, travel distance

Problem Statement 2 (Prioritized): At Lumberton High School, student attendance was at 90.41% for the 2023-24 school year, indicating a decline that impacts student engagement and learning. **Root Cause:** Student apathy and lack of support from JP in truancy cases.

Priority Problem Statements

Problem Statement 1: There is a lack of student access to technology devices for instruction involving online curriculum and Industry-Based Certification testing.

Root Cause 1: Funding/shifting unnecessary spending to technology

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options.

Root Cause 2: Salary, travel distance

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Data from the TEA indicates a 72% increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.

Root Cause 6: The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.

Root Cause 7: Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

Problem Statement 7 Areas: Demographics

Problem Statement 8: LHS does not have enough devices to utilize or access the online instructional materials in classroom instruction.

Root Cause 8: The district's instructional materials have moved to online platforms requiring devices, and there is a lack of sufficient technology resources.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: CTE students cannot access the internet in certain locations, preventing the use of online instructional materials.

Root Cause 9: Cost of installing boosters to enhance internet connectivity in problem areas.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.

Root Cause 10: Budget constraints, inadequate internet availability, and lack of headphones for students.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Budget constraints, inadequate internet availability, and lack of headphones for students.

Root Cause 11: The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.

Root Cause 12: Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.

Root Cause 13: Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.

Root Cause 14: Lack of effective transition planning and communication between campuses.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: At Lumberton High School, student attendance was at 90.41% for the 2023-24 school year, indicating a decline that impacts student engagement and learning.

Root Cause 15: Student apathy and lack of support from JP in truancy cases.

Problem Statement 15 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning.

Performance Objective 1: Communicate District's Core Values, Vision, and Mission across the high school campus as tools for strategic decision making, planning, and organizational improvement.

Evaluation Data Sources: Observation of the mission, vision, and core values posted on campus and district documents
Observable actions by staff practicing and using them within classrooms, PLCs, and campus events

Strategy 1 Details	Reviews		
Strategy 1: Utilize email, remind, staff meetings, and department head meetings as opportunities to funnel ideas into the campus culture. Strategy's Expected Result/Impact: A common direction in relation to vision and mission. Staff Responsible for Monitoring: Principal, assistant principals, department heads	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning.

Performance Objective 2: Lumberton High School will establish and/or evaluate their tightly held and loosely held systems and expectations and ensure program and department alignment.

Evaluation Data Sources: Documentation of the expectations through staff meeting notes and campus notifications

Strategy 1 Details	Reviews		
Strategy 1: High school administration will collaboratively generate the list of tightly held and loosely held systems and expectations and communicate those expectations to all the staff Strategy's Expected Result/Impact: Clearly communicated expectations for campus operations will ensure alignment compliance with campus-level, district-level, and state-level programs, requirements, and mandates. Staff Responsible for Monitoring: Principal and assistant principals	Formative		Summative
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning.

Performance Objective 3: Build leadership and improvement capacity throughout the campus organization by providing training opportunities and resources to teachers, administrators, and other staff.

Evaluation Data Sources: Data of Professional Development hours
Artifacts and campus development of programs and processes from PD (implementation of the learning)
Feedback from staff

Strategy 1 Details	Reviews		
Strategy 1: Empower teacher leaders, counselors, and assistant principals to manage their systems they are responsible for with limited guidance from principal. Strategy's Expected Result/Impact: Increased capacity in instructional leadership. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance
Perceptions
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning.

Performance Objective 4: Concentrate campus improvement efforts by targeting four Focus Areas at the campus level: 1) Counseling; 2) Student attendance; 3) Student discipline; and 4) Professional Learning Communities (PLC), and 5) Student Academic Growth.

Evaluation Data Sources: Monthly principals meeting reports, increased student daily attendance, staff reports/surveys about student discipline, PLC agendas, PLC schedules, increased student achievement.

Strategy 1 Details	Reviews		
Strategy 1: Conduct regular campus staff and department head meetings to ensure strong communication across the campus. Strategy's Expected Result/Impact: Increased campus-wide communication. Professional growth of the participants in the areas of instructional leadership. Staff Responsible for Monitoring: A-team	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct regular PLC and data meetings with the Teaching and Learning team and EOC teams. Strategy's Expected Result/Impact: Increased data awareness. Collaborative analysis and decision-making to improve instruction. Staff Responsible for Monitoring: A-team	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Utilize the District Curriculum Management Plan to guide the district instructional improvement efforts. Strategy's Expected Result/Impact: Improve intra-district processes. Establish and communicate district expectations for curriculum development, managements and delivery. Staff Responsible for Monitoring: A-team	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators.

Performance Objective 1: Aim to ensure that 100% of the high school teachers are certified and effective.

Evaluation Data Sources: SBEC, TTESS

Strategy 1 Details	Reviews		
Strategy 1: Recruit high quality educators through attending and job fairs as well as collaborating with teacher preparation institutions. Strategy's Expected Result/Impact: Increased collective teacher efficacy. Staff Responsible for Monitoring: campus administration Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Promote staff attendance incentive program. Strategy's Expected Result/Impact: Better utilization of instructional time and improved instructional continuity. Staff Responsible for Monitoring: Administration Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Implement New and Novice Teachers Mentoring Program. Strategy's Expected Result/Impact: Increased retention of teachers and well informed staff for campus processes and procedures. Staff Responsible for Monitoring: Instructional Coach Teaching and Learning Department Principals Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Recognize and celebrate teachers and staff for their achievement and effort on a regular basis. Strategy's Expected Result/Impact: Increased morale and teacher retention. Staff Responsible for Monitoring: Principals Fine arts, athletics, CTE Directors Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Perceptions

Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators.

Performance Objective 2: Provide job-specific training and professional learning to all staff members tailored to their individual professional needs.

Evaluation Data Sources: Surveys and staff feedback
Instructional Coach documentation
T-TESS data

Strategy 1 Details	Reviews		
Strategy 1: Provide individualized teacher support from administrative instructional leaders. Strategy's Expected Result/Impact: Retention of successful teachers. Staff Responsible for Monitoring: Campus directors and administration Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase employee capacity and collective teacher efficacy through observation and feedback cycles. Strategy's Expected Result/Impact: Effective communication and well developed teachers that remain in the district. Staff Responsible for Monitoring: Instructional Coaches Principals Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Encourage and support instructional staff in seeking content-specific professional development opportunities. Strategy's Expected Result/Impact: Knowledgeable staff that implements the new learning in the classroom to increase student achievement. Staff Responsible for Monitoring: campus administration, instructional coach, campus directors Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance
Perceptions
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 1: Ensure that campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

HB3 Goal





Evaluation Data Sources: Review of student handbooks

Course Selection Guide

Campus posts of expectations

District meetings of administrators

Connections with higher learning institutions

Strategy 1 Details	Reviews		
Strategy 1: The Life Ready Center is set up and operating. Utilize this space and resources to educate and promote CCMR. Strategy's Expected Result/Impact: Increased CCMR among students. Staff Responsible for Monitoring: Vicki Mouton, counselors	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Schedule SAT day, ASVAB, and TSI day. Strategy's Expected Result/Impact: Increased student participation to increase student success and CCMR accountability. Staff Responsible for Monitoring: Principal, counselors	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Increase opportunities for college preparation by embedding Texas College Bridge into all sections of Financial Math and English 4. Strategy's Expected Result/Impact: Increase numbers of college ready students. Increased CCMR percentages. Staff Responsible for Monitoring: Principal, CTE director TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: LHS does not have enough devices to utilize or access the online instructional materials in classroom instruction. Root Cause: The district's instructional materials have moved to online platforms requiring devices, and there is a lack of sufficient technology resources.</p> <p>Problem Statement 2: CTE students cannot access the internet in certain locations, preventing the use of online instructional materials. Root Cause: Cost of installing boosters to enhance internet connectivity in problem areas.</p> <p>Problem Statement 3: Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning. Root Cause: Budget constraints, inadequate internet availability, and lack of headphones for students.</p> <p>Problem Statement 4: Budget constraints, inadequate internet availability, and lack of headphones for students. Root Cause: The cost of textbooks, and the inability to use online resources due to internet connectivity issues.</p>
School Processes & Programs
<p>Problem Statement 2: There is a lack of student access to technology devices for instruction involving online curriculum and Industry-Based Certification testing. Root Cause: Funding/shifting unnecessary spending to technology</p>

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 2: Provide explicit behavioral expectations and management systems for students and staff.

- Evaluation Data Sources:** Data from office referrals, DAEP, ISS etc...
Posts of student expectations on campuses and classrooms
Student Code of Conduct review and feedback
Staff Development
Frontline reports

Strategy 1 Details	Reviews		
Strategy 1: Communicate expectations from Staff Handbook and Student Handbook to all staff and students respectively. Strategy's Expected Result/Impact: Improved campus and district operations. Staff Responsible for Monitoring: All campus staff	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Put systems in place to increase student attendance. Strategy's Expected Result/Impact: Increased student achievement, consistent funding. Staff Responsible for Monitoring: A-team Problem Statements: Perceptions 2	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Implement behavioral systems of support and social-emotional learning across campuses. Strategy's Expected Result/Impact: Increased student attendance and posiive school culture Staff Responsible for Monitoring: A-team	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: At Lumberton High School, student attendance was at 90.41% for the 2023-24 school year, indicating a decline that impacts student engagement and learning. Root Cause: Student apathy and lack of support from JP in truancy cases.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 3: Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all the stakeholders.

- Evaluation Data Sources:** Feedback in DEIC
Community Board Meetings
Communication in multiple forms
Data of attendance to campus family nights

Strategy 1 Details	Reviews		
Strategy 1: Schedule Just for Juniors, Senior Summit, FAFSA Night in the Fall. Strategy's Expected Result/Impact: Increase parent and student knowledge on all aspects of the graduation and higher learning process. Staff Responsible for Monitoring: Principal, counselors	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 4: Ensure physical safety and security of all staff, students, and campus visitors.

Evaluation Data Sources: Safety Committee meetings feedback
Documentation of safety practices
Follow-up meetings and feedback after an incident

Strategy 1 Details	Reviews		
Strategy 1: Enforce consistent system of staff and student parking tags. Strategy's Expected Result/Impact: Increased campus safety by monitoring vehicles on campus. Staff Responsible for Monitoring: LHS administrative team.	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase parking lot monitoring. Strategy's Expected Result/Impact: Less vehicle and pedestrian traffic Staff Responsible for Monitoring: All staff	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Ensure ongoing staff training on safety and security, including, but not limited to required drills and tabletop exercises. Strategy's Expected Result/Impact: Better preparedness Staff Responsible for Monitoring: Campus administration	Formative		Summative
	Nov	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>			

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 5: Improve staff morale and productivity by eliminating inefficiencies, redundancies, and excessive paperwork for all staff when possible.

Evaluation Data Sources: Amount of paperwork required from teachers and staff.

Strategy 1 Details	Reviews		
Strategy 1: Use teacher-created unit-based assessments data to make instructional decisions. Strategy's Expected Result/Impact: Increased instructional time, decreased amount of testing. Staff Responsible for Monitoring: PLC's within EOC tested subjects. Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance
Perceptions
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement.

Performance Objective 6: Engage stakeholders in understanding and practicing the District's Core Values, Mission, and Vision and ensuring a shared understanding of the Core Values, Mission, and Vision in practice.

- Evaluation Data Sources:** DEIC meetings and feedback
Community surveys
District surveys
Periodic district training to the community (i.e., LEARN)

Strategy 1 Details	Reviews		
Strategy 1: Refer to the district's mission, vision, and core values during parent nights, other community engagement events, and district-level committees. Strategy's Expected Result/Impact: The public becomes aware of the District goals. Staff Responsible for Monitoring: A-team	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase the use of the campus Facebook page to tell a positive story concerning LHS' core values, mission, and vision. Strategy's Expected Result/Impact: Increase the positive perception of LHS with our stakeholders. Staff Responsible for Monitoring: Assistant Principal, principal ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness.

Performance Objective 1: Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition.

Evaluation Data Sources: PLC meetings and aligned planning and TEKS breakdown observations

District Nine Weeks' Assessment (align the learning)

Campus Common Assessments (content alignment and pacing)

Feedback from district planning days of priority standards and content

Strategy 1 Details	Reviews		
Strategy 1: Utilize Professional Learning Communities (PLC) model, Backwards Design, unpacking the Texas Essential Knowledge and Skills (TEKS), and Rigor / Relevance / Learner Engagement rubrics to plan instructional activities and interventions tailored to individual student needs. Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in each EOC exam results. Staff Responsible for Monitoring: Teachers Principals	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Identify and utilize Priority Standards at each grade level in Reading Language Arts, Mathematics, Social Studies, and Science to focus instructional practices on most impactful standards. Strategy's Expected Result/Impact: Evaluate student performance and areas of academic deficiency that may have long-term effect on student success; provide focused interventions; and ensure student growth in all core subjects and grade levels. Staff Responsible for Monitoring: Teachers (All) Special Programs Principal assistant principals	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Administer district common formative assessments are administered at least once every nine weeks in Reading Language Arts, Mathematics, Social Studies, and Science. Strategy's Expected Result/Impact: Data analysis of the common assessments will inform teachers' decisions on how to best adjust instruction to meet the needs of all students. Staff Responsible for Monitoring: Teachers Principal Teaching and Learning Team	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness.

Performance Objective 2: Provide high quality instructional materials, resources, and professional development opportunities to all instructional staff.

Evaluation Data Sources: Textbook (resources) Committee feedback and process to ensure materials are provided
Feedback from the District Resource Evaluation Process
Data of attendance in district training for all instructional staff through Summer Learning, in house district PD
Survey of PD needs
PLC meetings and aligned planning and TEKS breakdown observations
Feedback from district planning

Strategy 1 Details	Reviews		
Strategy 1: Provide professional learning (PL) opportunities to teachers, paraprofessionals, and administrators on the latest research-based instructional strategies and practices Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in each subject at each grade level by at least 1% as evidenced by STAAR/EOC exams results. Staff Responsible for Monitoring: Teachers Teaching and Learning Department Principals Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct learning walks during teacher planning time throughout the school year. Strategy's Expected Result/Impact: Expose all teachers (veteran and novice) to all classroom environments on campus. Concentrate on a variety of classroom strategies to learn from one another. Staff Responsible for Monitoring: LHS administrative team.	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Perceptions
Problem Statement 1: Lumberton High School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. Root Cause: Salary, travel distance

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness.

Performance Objective 3: Ensure all students have access to high quality instruction, materials, and services, including those in special programs (Special Education, English as a Second Language (ESL), Multi-Tiered System of Supports(MTSS), Dyslexia, and 504).

Evaluation Data Sources: Textbook (resources) Process of classroom materials
Campus walk-throughs
Professional Development for all instructional staff and observations of implementation
Feedback from teachers and campus committees

Strategy 1 Details	Reviews		
Strategy 1: Adopt evidence-based practices focused on Positive Behavioral Interventions and Supports (PBIS) and RTI identification and intervention tools. Strategy's Expected Result/Impact: Data showing less behavior issues, office referrals, and increased positive behavior of students for effective student engagement of learning. Staff Responsible for Monitoring: Principals Teachers Special Programs Team	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Provide targeted interventions to students with identified needs as well as meet HB1416 expectations for students in need of instruction to pass the future STAAR/EOC state assessments during EOC remediation courses and academic advisory time. Algebra I and English I and II will utilize the software program IXL. Biology will use StemScopes. US History will use APEX. Strategy's Expected Result/Impact: Student increased performance in closing the gaps on STAAR and other district assessments, such as Nine Weeks Assessments. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Incorporate a daily 14 minute academic advisory period into the bell schedule to provide accelerated instruction to those in need. We will use IXL in English and Algebra, StemSCOPES in Biology, and APEX in US History. Strategy's Expected Result/Impact: success of EOC retesters, meeting mandates of HB 4545 Staff Responsible for Monitoring: EOC teachers, administration	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness.

Performance Objective 4: Provide programs, systems, and supports to ensure students' college, career, and postsecondary readiness.

HB3 Goal

Evaluation Data Sources: CTE Director data
State CCMR data
HB3 Five Year Outcome Goals progress and data

Strategy 1 Details	Reviews		
Strategy 1: Ensure efficiency of the Life Ready Center (LRC). Strategy's Expected Result/Impact: Increased graduation rate and decreased drop out rates. Staff Responsible for Monitoring: Principals Counselors Teachers CTE Director	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Provide and expand Dual Credit opportunities. Strategy's Expected Result/Impact: Increase college ready students. Staff Responsible for Monitoring: Principal Counselors CTE Director	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Implement College Prep classes for English and Mathematics. Strategy's Expected Result/Impact: Students prepared to transition to college, increased CCMR ratings for the District. Staff Responsible for Monitoring: Principal Counselors CTE Director (CCMR) Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Focus on communicating scholarship opportunities for the senior class through Senior Summit, The Life Ready Center, Counselor Connection, announcements, lunch duty conversations, among other avenues. Strategy's Expected Result/Impact: Increase the amount of scholarship money awarded to the senior class for trade school and college. Staff Responsible for Monitoring: LHS administrative team, counselors, senior level teachers.	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Create a grade level competition (Raider Fast Food Games) that promotes student attendance effective transitions between classes. Strategy's Expected Result/Impact: More time in class for instruction. Increase student responsibility. Staff Responsible for Monitoring: All staff Problem Statements: Perceptions 2	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: LHS does not have enough devices to utilize or access the online instructional materials in classroom instruction. Root Cause: The district's instructional materials have moved to online platforms requiring devices, and there is a lack of sufficient technology resources.
Problem Statement 2: CTE students cannot access the internet in certain locations, preventing the use of online instructional materials. Root Cause: Cost of installing boosters to enhance internet connectivity in problem areas.
Problem Statement 3: Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning. Root Cause: Budget constraints, inadequate internet availability, and lack of headphones for students.
Problem Statement 4: Budget constraints, inadequate internet availability, and lack of headphones for students. Root Cause: The cost of textbooks, and the inability to use online resources due to internet connectivity issues.
School Processes & Programs
Problem Statement 2: There is a lack of student access to technology devices for instruction involving online curriculum and Industry-Based Certification testing. Root Cause: Funding/shifting unnecessary spending to technology
Perceptions
Problem Statement 2: At Lumberton High School, student attendance was at 90.41% for the 2023-24 school year, indicating a decline that impacts student engagement and learning. Root Cause: Student apathy and lack of support from JP in truancy cases.

Addendums

Texas Education Agency
2021-22 Preliminary School Report Card
LUMBERTON H S (100907001)

Accountability Rating

B

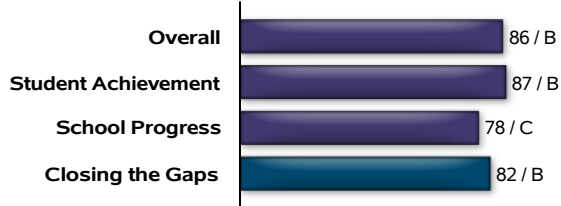
LUMBERTON H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

School Information

District Name:	LUMBERTON ISD
Campus Type:	High School
Total Students:	1,210
Grade Span:	09 - 12

For more information about this campus, see: <https://TXSchools.gov>

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LUMBERTON H S. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ Social Studies	✗ ELA/Reading
✗ Mathematics	✗ Science
✗ Comparative Academic Growth	✗ Comparative Closing the Gaps
✗ Postsecondary Readiness	

Texas Education Agency
2022 Accountability Ratings Overall Summary
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		87	B
STAAR Performance	55	83	
College, Career and Military Readiness	57	87	
Graduation Rate	98	95	
School Progress		78	C
Academic Growth	68	78	C
Relative Performance (Eco Dis: 30.9%)	56	75	C
Closing the Gaps	75	82	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading
- X Mathematics
- X Science
- ✓ Social Studies
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Texas Education Agency
2022 STAAR Performance
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	687	335	341	312	1,675	
Approaches GL or Above	502	276	300	304	1,382	83%
Meets GL or Above	376	176	212	263	1,027	61%
Masters GL	49	63	73	176	361	22%
Total Percentage Points						166%
Component Score						55

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	83%	29%	81%	83%	*	77%	-	84%	73%	54%	58%	48%	93%	84%	78%
At Meets GL Standard or Above	61%	7%	58%	63%	*	62%	-	46%	48%	28%	33%	19%	61%	64%	51%
At Masters GL Standard	22%	0%	20%	22%	*	31%	-	12%	16%	0%	2%	2%	21%	23%	16%
Number of Tests															
At Approaches GL Standard or Above	1,382	4	131	1,194	*	**	-	42	414	21	25	113	26	1,099	283
At Meets GL Standard or Above	1,027	1	94	900	*	**	-	23	274	11	14	44	17	843	184
At Masters GL Standard	361	0	33	318	*	**	-	6	91	0	1	5	6	303	58
Total Tests	1,675	14	162	1,433	*	**	-	50	571	39	43	237	28	1,311	364
Participation															
% participation 2020-21	97%	73%	96%	97%	100%	100%	-	100%	95%	89%	90%	95%	100%	98%	94%
% participation 2021-22	99%	100%	99%	98%	*	100%	*	98%	98%	100%	100%	98%	97%	99%	97%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	73%	0%	73%	74%	*	*	-	70%	61%	53%	55%	27%	82%	75%	67%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	55%	0%	51%	56%	*	*	-	48%	42%	21%	25%	11%	55%	58%	46%
At Masters GL Standard	7%	0%	10%	7%	*	*	-	0%	4%	0%	0%	0%	9%	8%	6%
Number of Tests															
At Approaches GL Standard or Above	502	0	53	429	*	*	-	16	147	10	11	27	9	393	109
At Meets GL Standard or Above	376	0	37	326	*	*	-	11	101	4	5	11	6	302	74
At Masters GL Standard	49	0	7	42	*	*	-	0	10	0	0	0	1	40	9
Total Tests	687	6	73	579	*	*	-	23	242	19	20	99	11	525	162
Participation															
% participation 2020-21	100%	100%	100%	100%	*	100%	-	100%	100%	95%	96%	98%	100%	100%	100%
% participation 2021-22	98%	100%	100%	98%	*	100%	*	100%	98%	100%	100%	98%	92%	99%	97%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	82%	*	84%	83%	-	*	-	89%	70%	33%	43%	54%	100%	84%	76%
At Meets GL Standard or Above	53%	*	55%	53%	-	*	-	33%	38%	17%	14%	14%	33%	58%	31%
At Masters GL Standard	19%	*	23%	19%	-	*	-	0%	17%	0%	0%	4%	0%	20%	13%
Number of Tests															
At Approaches GL Standard or Above	276	*	26	239	-	*	-	8	81	2	3	30	6	222	54
At Meets GL Standard or Above	176	*	17	154	-	*	-	3	44	1	1	8	2	154	22
At Masters GL Standard	63	*	7	56	-	*	-	0	20	0	0	2	0	54	9
Total Tests	335	*	31	288	-	*	-	9	116	6	7	56	6	264	71
Participation															
% participation 2020-21	92%	*	91%	92%	*	*	-	100%	88%	83%	86%	92%	100%	93%	88%
% participation 2021-22	99%	*	100%	99%	-	*	*	100%	98%	100%	100%	100%	100%	99%	100%
Science															
Percent of Tests															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	88%	*	89%	88%	-	*	-	100%	80%	71%	75%	61%	100%	88%	88%
At Meets GL Standard or Above	62%	*	63%	64%	-	*	-	40%	48%	29%	38%	19%	75%	64%	56%
At Masters GL Standard	21%	*	26%	21%	-	*	-	20%	16%	0%	0%	0%	25%	22%	19%
Number of Tests															
At Approaches GL Standard or Above	300	*	34	255	-	*	-	10	98	5	6	33	8	229	71
At Meets GL Standard or Above	212	*	24	184	-	*	-	4	58	2	3	10	6	167	45
At Masters GL Standard	73	*	10	61	-	*	-	2	20	0	0	0	2	58	15
Total Tests	341	*	38	289	-	*	-	10	122	7	8	54	8	260	81
Participation															
% participation 2020-21	96%	*	94%	97%	*	*	-	100%	93%	83%	86%	95%	100%	98%	90%
% participation 2021-22	99%	*	98%	99%	-	*	*	100%	98%	100%	100%	100%	100%	99%	98%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	97%	*	90%	98%	-	100%	-	100%	97%	57%	63%	82%	*	97%	98%
At Meets GL Standard or Above	84%	*	80%	85%	-	100%	-	63%	78%	57%	63%	54%	*	84%	86%
At Masters GL Standard	56%	*	45%	57%	-	80%	-	50%	45%	0%	13%	11%	*	58%	50%
Number of Tests															
At Approaches GL Standard or Above	304	*	18	271	-	**	-	8	88	4	5	23	*	255	49
At Meets GL Standard or Above	263	*	16	236	-	**	-	5	71	4	5	15	*	220	43
At Masters GL Standard	176	*	9	159	-	**	-	4	41	0	1	3	*	151	25
Total Tests	312	*	20	277	-	**	-	8	91	7	8	28	*	262	50
Participation															
% participation 2020-21	97%	-	93%	98%	*	*	-	*	96%	*	80%	90%	*	98%	93%
% participation 2021-22	98%	*	100%	98%	-	100%	-	90%	98%	100%	100%	94%	*	99%	93%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Released August 2022

**TEA | School Programs | Assessment and Reporting |
Performance Reporting**

Texas Education Agency
2022 College, Career, and Military Readiness
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	292	
Total credit for CCMR criteria	167	57%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	91	31%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	147	50%
Met TSI assessment criteria	45	15%
Met ACT criteria	8	3%
Met SAT criteria	133	46%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	97	33%
Met TSI assessment criteria	37	13%
Met ACT criteria	8	3%
Met SAT criteria	72	25%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	30	10%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	57	20%
Industry-Based Certifications		
Earned an industry-based certification from approved list	56	19%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		

	Annual Graduates	
	Count Credit	Percentage
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	10	3%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	10	3%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Released August 2022

TEA | School Programs | Assessment and
Reporting | Performance Reporting

Texas Education Agency
2022 Graduation Rate
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	98.0%	*	97.2%	98.0%	*	*	-	*	92.6%	80.0%	100.0%
# Graduated	289	*	35	242	*	*	-	*	75	4	25
Total in Class	295	*	36	247	*	*	-	*	81	5	25
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.9%	*	96.6%	96.3%	100.0%	100.0%	-	88.9%	86.7%	*	90.5%
# Graduated	256	*	28	208	**	5	-	8	65	*	19
Total in Class	267	*	29	216	**	5	-	9	75	*	21
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	93.6%	*	80.0%	94.3%	*	*	-	*	81.3%	*	76.5%
# Graduated	248	*	12	230	*	*	-	*	52	*	13
Total in Class	265	*	15	244	*	*	-	*	64	*	17
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.6%	0.0%	0.7%	0.5%	20.0%	0.0%	-	0.0%	1.9%	0.0%	3.2%
% Dropped Out - Conversion	94.0%										
# Dropped Out	8	0	1	6	1	0	-	0	8	0	4
# of Students	1,311	10	134	1,124	5	15	-	23	423	21	125

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Released August 2022

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 Academic Growth
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

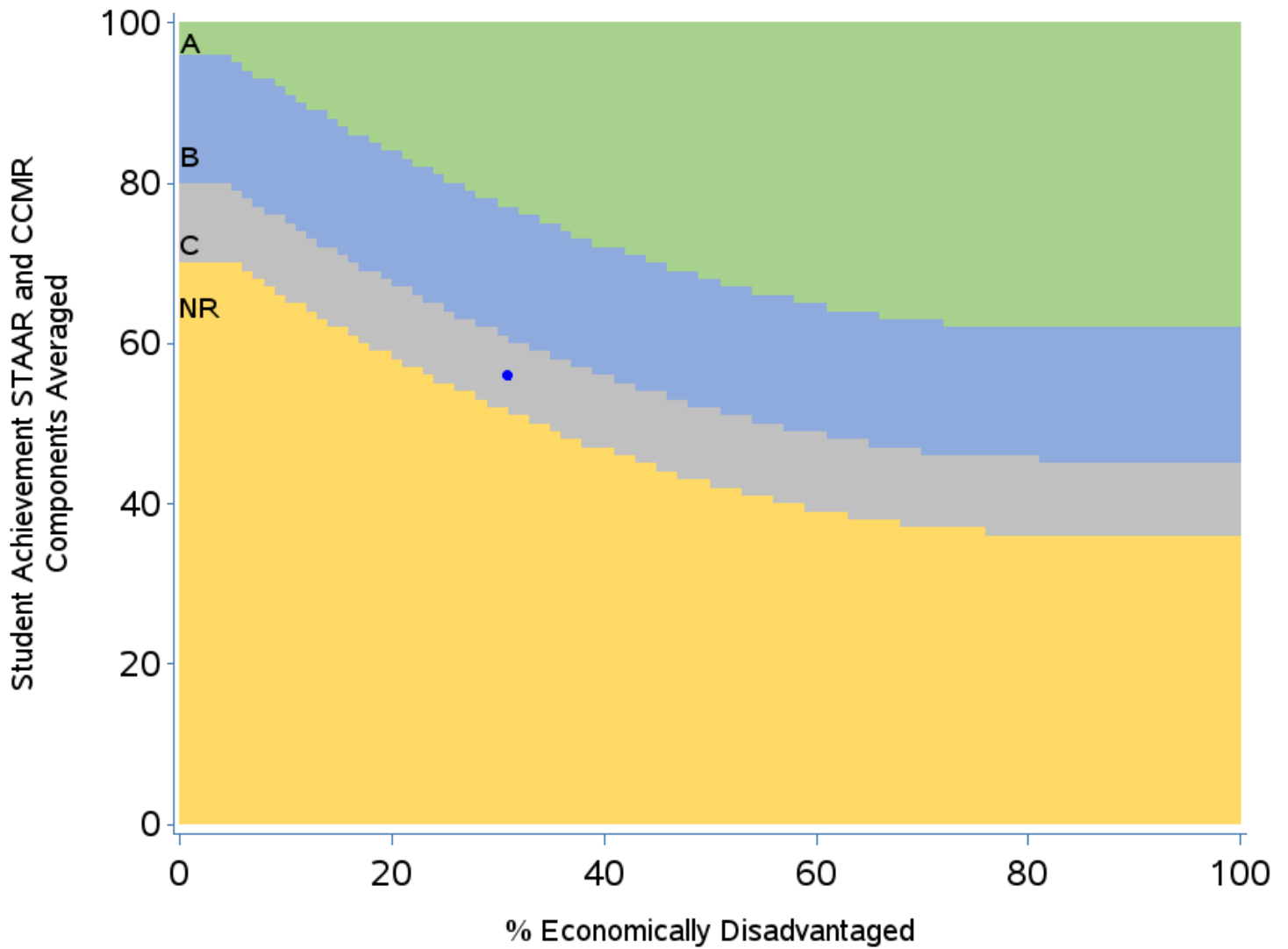
Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	100	0.0	89	44.5	261	261.0	305.5	450	68
Reading / ELA	50	0.0	43	21.5	146	146.0	167.5	239	70
Mathematics	50	0.0	46	23.0	115	115.0	138.0	211	65

Number of Assessments

		2021-22							
2020-21		Did Not Meet		Approaches		Meets		Masters	Count
Both Subjects									450
Both Subjects	Did Not Meet	31	17	18	21	18	4		109
	Approaches	12	0	27	8	40	12		99
	Meets	6		28		44	83	33	194
	Masters	0		1		22		25	48
Reading / ELA									239
Reading / ELA	Did Not Meet	11	17	0	13	11	0		52
	Approaches	4	0	4	4	16	0		28
	Meets	3		11		39	68	5	126
	Masters	0		0		21		12	33
Mathematics									211
Mathematics	Did Not Meet	20	0	18	8	7	4		57
	Approaches	8	0	23	4	24	12		71
	Meets	3		17		5	15	28	68
	Masters	0		1		1		13	15

Texas Education Agency
2022 Relative Performance
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY



Note: Place your mouse cursor over a plot point for more detailed information.

				Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	90	80	70
30.9	30.1 to 31	High School/K-12	56	77	61	52

Texas Education Agency
2022 Closing the Gaps
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	9	14	64%	56%	35.6
Graduation Status	5	5	100%	11%	11.1
School Quality Status	6	7	86%	33%	28.6
Closing the Gaps Score					75

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes		Yes	No					Yes		No		Yes	Yes		
% at Meets GL Standard or Above	55%	0%	51%	56%	*	*	-	48%	42%	25%	11%	50%	58%	46%		
# at Meets GL Standard or Above	376	0	37	326	*	*	-	11	101	5	11	6	302	74		
Total Tests (Adjusted)	687	6	73	579	*	*	-	23	242	20	99	12	525	162		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Yes		Yes	No					Yes		No		Yes	No		
% at Meets GL Standard or Above	53%	*	55%	53%	-	*	-	33%	38%	14%	14%	33%	58%	31%		
# at Meets GL Standard or Above	176	*	17	154	-	*	-	3	44	1	8	2	154	22		
Total Tests (Adjusted)	335	*	31	288	-	*	-	9	116	7	56	6	264	71		
Total Indicators															9	14
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		No	Yes					Yes				Yes	Yes		
Academic Growth Score	70%	*	58%	71%	*	*	-	88%	67%	60%	61%	*	71%	68%		
Growth Points	167.5	*	14.5	144.5	*	*	-	7.0	50.0	3.0	11.0	*	134.0	33.5		
Total Tests	239	*	25	203	*	*	-	8	75	5	18	*	190	49		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No			No					No		No		No	No		
Academic Growth Score	65%	*	63%	66%	-	*	-	70%	57%	10%	50%	67%	66%	61%		
Growth Points	138.0	*	14.5	119.5	-	*	-	3.5	47.0	0.5	18.0	4.0	116.0	22.0		
Total Tests	211	*	23	181	-	*	-	5	83	5	36	6	175	36		
Total Indicators															5	12
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)		Yes (1)	Yes (1)					Yes (3)		Yes (3)					

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
2020 % Graduated	92.7%	-	90.3%	93.2%	-	-	-	-	82.3%	-	72.0%					
2021 % Graduated	96.7%	*	97.2%	96.4%	*	*	-	*	89.3%	80.0%	89.3%					
2021 # Graduated	289	*	35	242	*	*	-	*	75	4	25					
2021 Total in Class	299	*	36	251	*	*	-	*	84	5	28					
Total Indicators															5	5
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										33%						
TELPAS Progress										7						
TELPAS Total										21						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		Yes	No				No	Yes	No	Yes	Yes	Yes	Yes		
STAAR Component Score	55	12	53	56	*	57	-	47	46	31	23	58	57	48		
% at Approaches GL Standard or Above	83%	29%	81%	83%	*	77%	-	84%	73%	58%	48%	93%	84%	78%		
% at Meets GL Standard or Above	61%	7%	58%	63%	*	62%	-	46%	48%	33%	19%	61%	64%	51%		
% at Masters GL Standard	22%	0%	20%	22%	*	31%	-	12%	16%	2%	2%	21%	23%	16%		
Total Tests	1,675	14	162	1,433	*	**	-	50	571	43	237	28	1,311	364		
Total Indicators															7	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes		No	Yes					Yes		Yes		Yes	Yes		
% Students Meeting CCMR	56%	*	38%	58%	*	*	-	*	41%	40%	70%	20%	59%	43%		
# Students Meeting CCMR	167	*	15	144	*	*	-	*	34	2	23	1	141	26		
Total Students	300	*	39	248	*	*	-	*	83	5	33	5	239	61		
Total Indicators															6	7
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	*	100%	-	100%	100%	96%	98%	100%	100%	100%		
# Participants	659	**	63	563	*	10	-	17	206	22	61	8	501	158		
Total Tests	660	**	63	564	*	10	-	17	207	23	62	8	502	158		
Mathematics																
% Participation	92%	*	91%	92%	*	*	-	100%	88%	86%	92%	100%	93%	88%		
# Participants	273	*	32	227	*	*	-	10	92	6	22	5	213	60		
Total Tests	297	*	35	246	*	*	-	10	105	7	24	5	229	68		
Participation 2021-22																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	100%	98%	*	100%	*	100%	98%	100%	98%	92%	99%	97%		
# Participants	721	6	79	602	*	7	*	24	252	26	104	12	533	188		
Total Tests	734	6	79	615	*	7	*	24	258	26	106	13	541	193		
Mathematics																
% Participation	99%	*	100%	99%	-	*	*	100%	98%	100%	100%	100%	99%	100%		
# Participants	346	*	34	295	-	*	*	9	118	7	56	6	266	80		
Total Tests	348	*	34	297	-	*	*	9	120	7	56	6	268	80		

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Released August 2022

TEA | School Programs | Assessment and Reporting |
Performance Reporting

Texas Education Agency
2022 Identification of Schools for Improvement
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	-	1	-	-	-	-	0	-	1
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	49%	59%	-	-	-	-	48%	41%	15%
2019	-	49%	64%	-	-	-	-	42%	-	13%
2022	-	51%	56%	-	-	-	-	42%	-	11%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	-	51%	-	-	-	-	41%	-	27%
2019	-	-	55%	-	-	-	-	45%	-	8%
2022	-	55%	53%	-	-	-	-	38%	-	14%
Graduation (Federal Graduation Rate)										
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2018	-	-	94.3%	-	-	-	-	85.7%	-	-
2019	-	96.0%	89.2%	-	-	-	-	85.0%	-	-
2022	-	97.2%	96.4%	-	-	-	-	89.3%	-	89.3%
School Quality (College, Career, and Military Readiness Performance)										
Target	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%
2018	-	-	49%	-	-	-	-	33%	-	-
2019	-	-	72%	-	-	-	-	58%	-	-
2022	-	38%	58%	-	-	-	-	41%	-	70%

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

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Texas Education Agency
2022 Distinction Designation Summary
LUMBERTON H S (100907001) - LUMBERTON ISD - HARDIN COUNTY

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	195,486.0	208,106.0	93.9	95.6	Q3
Accelerated Student Progress in ELA/Reading	4	239	2.0	2.0	Q1
Accelerated Student Progress in Mathematics	54	211	26.0	23.0	Q1
Algebra I Performance (Masters Grade Level)	61	273	22.0	27.0	Q2
English I Performance (Masters Grade Level)	30	370	8.0	17.0	Q4
English II Performance (Masters Grade Level)	19	317	6.0	14.0	Q4
EOC Biology Performance (Masters Grade Level)	73	341	21.0	34.5	Q3
EOC U.S. History Performance (Masters Grade Level)	176	312	56.0	54.5	Q1
SAT/ACT Results for Accelerated Testers in Mathematics (Masters Grade Level)	2	62	3.0	11.0	Q4
AP/IB Examination Participation: ELA	25	610	4.1	13.8	Q4
AP/IB Examination Participation: Mathematics	2	610	0.3	4.3	Q4
AP/IB Examination Participation: Science	8	610	1.3	9.8	Q4
AP/IB Examination Participation: Social Studies	7	610	1.1	11.1	Q3
AP/IB Examination Participation: Any Subject	33	610	5.4	21.9	Q4
AP/IB Examination Results (Examinees >= Criterion): ELA	14	25	56.0	61.5	Q2
SAT/ACT Participation	192	292	66.0	90.0	Q3
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	n/a	192	523.0	546.0	Q2
Average SAT Score: Mathematics	n/a	192	508.0	533.0	Q3
Average ACT Score: ELA	n/a	25	22.3	23.6	Q3
Average ACT Score: Mathematics	n/a	25	21.8	22.7	Q3
Average ACT Score: Science	n/a	25	22.0	23.6	Q3
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1,027	1,675	61.0	69.5	Q3
Four-Year Longitudinal Graduation Rate	289	295	98.0	98.5	Q2
Four-Year Longitudinal Graduation Plan Rate	243	289	84.1	96.5	Q4
TSI Criteria Graduates	91	292	31.2	49.5	Q3
College, Career, and Military Ready Graduates	167	292	57.0	78.0	Q3
Advanced/Dual-Credit Completion: ELA/Reading (9–12)	181	1,202	15.1	16.9	Q2
Advanced/Dual-Credit Completion: Mathematics (9–12)	305	1,164	26.2	23.7	Q1
Advanced/Dual-Credit Completion: Science (9–12)	280	1,161	24.1	29.2	Q3
Advanced/Dual-Credit Completion: Social Studies (9–12)	240	922	26.0	23.4	Q1

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

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

