

Lumberton Independent School District

District Improvement Plan

2024-2025



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 2nd grades are located at the Lumberton Primary School, 3rd 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 close to 4,100 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 4A 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 August 2024 indicates the following data:

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. Also, such programs as Culinary Arts, Audio/Video Production, and Criminal Justice have seen significant growth while allowing students to earn Dual Credit. The new CTE building houses these programs with additional space and new 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 serving students with variety of needs. 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): At Lumberton Primary School , 67 first grade students and 86 second grade students who are considered at risk are not performing at a satisfactory level on the academic readiness assessments. **Root Cause:** The curriculum excusion does not consistently align with the universal screeners that determine satisfactory performance.

Problem Statement 2 (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 3 (Prioritized): The transition process for special education students between Lumberton Intermediate School, Lumberton Primary, and Lumberton Middle

School is facing significant challenges. **Root Cause:** Deficiencies in structural organization, inconsistencies in program offerings, staffing, paperwork issues, and ineffective communication.

Problem Statement 4 (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 ISD was rated B with an 86 overall score with no district-level Distinction Designations. The breakdown by campus is as follows: Lumberton High School 86 (B) with a Distinction Designation in Social Studies, Lumberton Middle School 82 (B), Lumberton Intermediate School 75 (C), Lumberton Primary School 86 (B), and Lumberton Early Childhood School 86 (B).

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.

Per 2024 Student STAAR data, the District performed as follows:

The 2024 Lumberton ISD at Meets grade level:

All Subjects and Grade Levels 50%,
Reading 55%,
Mathematics 44%,
Science 48%,
Social Studies 52%, and
Academic Growth 64%.

The 2024 Lumberton Intermediate at Meets grade level:

All Subjects and Grade Levels 43%,
Reading 46%,
Mathematics 44%,
Science 32%, and
Academic Growth 66%.

The 2024 Lumberton Middle School at Meets grade level:

All Subjects and Grade Levels 44%,
Reading 52%,
Mathematics 43%,
Science 40%,
Social Studies 29%, and
Academic Growth 60%.

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 areas, demonstrating a robust English Language Arts program.

Mathematics in Grades 3-5 (2024):

- **Lumberton ISD:** Strong performance, especially in grades 3 and 4, with a significant percentage of students achieving at least the "Meets" standard.
- **Comparison to State and Region 5:** Lumberton ISD's performance is above the state Region 5 average at Meets Grade Level, indicating effective early math instruction.

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 effective science instruction.

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 curriculum.

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.

Reading in Grades 6-8 Performance (2024):

- **Lumberton ISD:** Consistent performance in Reading at Approaches Grade Level.
- **Comparison to State and Region 5:** Lumberton ISD's scores in Reading 6-8 are above the State and Region 5 averages at Approaches Grade Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark. **Root Cause:** Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.

Problem Statement 2 (Prioritized): Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. **Root Cause:** Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Problem Statement 3 (Prioritized): The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw. **Root Cause:** Budgetary constraints limit the availability of iPads in the classroom.

Problem Statement 4 (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 5 (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 6 (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 7 (Prioritized): Currently, our dyslexia team services 123 students, but resources are stretched thin, affecting the quality of intervention provided. **Root Cause:** A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

Problem Statement 8 (Prioritized): Five programs of study are dual credit programs through LSCO and LSCPA, but students lack access to the necessary college textbooks. **Root Cause:** The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

Problem Statement 9 (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.

Problem Statement 10 (Prioritized): There is a discrepancy in student performance based on individual teacher and paraprofessional skills. **Root Cause:** Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 11 (Prioritized): Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 12 (Prioritized): Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Problem Statement 13 (Prioritized): Sometimes students don't see the value in schools or how it translates into real world. **Root Cause:** Lack of relative information and student supports.

Problem Statement 14 (Prioritized): Some students lack basic skills and/or supports to see themselves past high school. **Root Cause:** Lack of relative information and student supports.

District Processes & Programs

District 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.

District 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 Teaching and Learning Department 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 District Processes & Programs Needs

Problem Statement 1 (Prioritized): Even though the Early Childhood Campus uses Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

Problem Statement 2 (Prioritized): PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

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.

Problem Statement 5 (Prioritized): There are pockets of low staff morale across the district. **Root Cause:** Pay increase has been stagnant across the district for several years of most categories of employees. Other factors include low student motivation, campus administrators' performance, challenges with special programs.

Problem Statement 6 (Prioritized): There is a lack of personal accountability among staff members for specific outcomes. **Root Cause:** Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

Problem Statement 7 (Prioritized): The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. **Root Cause:** Absence of focus or alignment of the resources during the planning process.

Problem Statement 8 (Prioritized): With the size of the District, some events compete for time and cause overlap in participation. **Root Cause:** Coordination of events needs to be more organized and centralized.

Problem Statement 9 (Prioritized): Sometimes communication among campuses or campuses and departments is lacking. **Root Cause:** The size of the district, the lack of channels of communication, time factor.

Problem Statement 10 (Prioritized): Many staff take all 10 personal/sick days or more each year. **Root Cause:** There is little motivation for staff not to take all the allotted annual 10 personal/sick days, unless absolutely necessary.

Problem Statement 11 (Prioritized): Novice teachers are in need of constant supports in order to be successful. **Root Cause:** Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

Problem Statement 12 (Prioritized): There is a trend of increased threats to public schools, which calls for increased security measures and initiatives. **Root Cause:** Rise of social media, political tension in the society.

Problem Statement 13 (Prioritized): The dangers of vaping are not always taken seriously by students. **Root Cause:** Lack of information to students; easy access to purchasing vapes.

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."*

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 overall 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 ISD has a family-oriented environment, and all campuses are very welcoming. 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. The schools value parent involvement and encourage attendance at activities and events sponsored on each campus throughout the district. The belief is that the most important link to student success and overall achievement is the positive relationship parents have with the school campus their child attends.

Perceptions Strengths

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

- **Tradition** – The district 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, in Lumberton, we come to know our students and their families.
- **The perfect size district** – Lumberton schools are 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** – The district 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 district 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** – The districts 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, the district has dedicated employees throughout the schools and departments who are committed to the success of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. **Root Cause:** Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.

Problem Statement 2 (Prioritized): The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). **Root Cause:** A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

Problem Statement 3 (Prioritized): At Lumberton Primary School, Special Education parents are unfamiliar with new campus facilities and programs, affecting their ability to support their children. **Root Cause:** This is their first transition to a new campus, and parents are not given the tools and instruction to help their students at home.

Problem Statement 4 (Prioritized): Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

Problem Statement 5 (Prioritized): Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community. **Root Cause:** The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.

Problem Statement 6 (Prioritized): Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system. **Root Cause:** Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding of middle school struggles contribute to the gap.

Problem Statement 7 (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.

Problem Statement 8 (Prioritized): At Lumberton Middle School, despite our commitment to providing quality education, our current campus infrastructure and organization pose significant challenges, including inadequate facilities and inefficient space utilization. **Root Cause:** Campus layout not originally built for a middle school, and additional wings without true traffic patterns.

Priority Problem Statements

Problem Statement 1: The transition process for special education students between Lumberton Intermediate School, Lumberton Primary, and Lumberton Middle School is facing significant challenges.

Root Cause 1: Deficiencies in structural organization, inconsistencies in program offerings, staffing, paperwork issues, and ineffective communication.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a discrepancy in student performance based on individual teacher and paraprofessional skills.

Root Cause 2: Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.

Root Cause 3: Budget constraints, inadequate internet availability, and lack of headphones for students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: Lack of effective transition planning and communication between campuses.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.

Root Cause 5: Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation.

Root Cause 6: Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: LHS does not have enough devices to utilize or access the online instructional materials in classroom instruction.

Root Cause 7: The district's instructional materials have moved to online platforms requiring devices, and there is a lack of sufficient technology resources.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Even though the Early Childhood Campus uses Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year.

Root Cause 8: The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: 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 9: Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Five programs of study are dual credit programs through LSCO and LSCPA, but students lack access to the necessary college textbooks.

Root Cause 10: The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Currently, our dyslexia team services 123 students, but resources are stretched thin, affecting the quality of intervention provided.

Root Cause 11: A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: CTE students cannot access the internet in certain locations, preventing the use of online instructional materials.

Root Cause 12: Cost of installing boosters to enhance internet connectivity in problem areas.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw.

Root Cause 13: Budgetary constraints limit the availability of iPads in the classroom.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus.

Root Cause 14: Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark.

Root Cause 15: Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.

Root Cause 16: Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture.

Root Cause 17: Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO).

Root Cause 18: A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: At Lumberton Primary School, Special Education parents are unfamiliar with new campus facilities and programs, affecting their ability to support their children.

Root Cause 19: This is their first transition to a new campus, and parents are not given the tools and instruction to help their students at home.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community.

Root Cause 20: The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Root Cause 21: Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding of middle school struggles contribute to the gap.

Problem Statement 21 Areas: Perceptions

Problem Statement 22: 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 22: Student apathy and lack of support from JP in truancy cases.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: At Lumberton Middle School, despite our commitment to providing quality education, our current campus infrastructure and organization pose significant challenges, including inadequate facilities and inefficient space utilization.

Root Cause 23: Campus layout not originally built for a middle school, and additional wings without true traffic patterns.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: 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 24: 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 24 Areas: Demographics

Problem Statement 25: Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.

Root Cause 25: Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

Problem Statement 25 Areas: Demographics

Problem Statement 26: At Lumberton Primary School , 67 first grade students and 86 second grade students who are considered at risk are not performing at a satisfactory level on the academic readiness assessments.

Root Cause 26: The curriculum execution does not consistently align with the universal screeners that determine satisfactory performance.

Problem Statement 26 Areas: Demographics

Problem Statement 27: There are pockets of low staff morale across the district.

Root Cause 27: Pay increase has been stagnant across the district for several years of most categories of employees. Other factors include low student motivation, campus administrators' performance, challenges with special programs.

Problem Statement 27 Areas: District Processes & Programs

Problem Statement 28: There is a lack of personal accountability among staff members for specific outcomes.

Root Cause 28: Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

Problem Statement 28 Areas: District Processes & Programs

Problem Statement 29: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources.

Root Cause 29: Absence of focus or alignment of the resources during the planning process.

Problem Statement 29 Areas: District Processes & Programs

Problem Statement 30: With the size of the District, some event compete for time and cause overlap in participation.

Root Cause 30: Coordination of events needs to be more organized and centralized.

Problem Statement 30 Areas: District Processes & Programs

Problem Statement 31: Sometimes communication among campuses or campuses and departments is lacking.

Root Cause 31: The size of the district, the lack of channels of communication, time factor.

Problem Statement 31 Areas: District Processes & Programs

Problem Statement 32: Instructional leadership capacity in some campus administrators still needs further development.

Root Cause 32: Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 32 Areas: Student Learning

Problem Statement 33: Many staff take all 10 personal/sick days or more each year.

Root Cause 33: There is little motivation for staff not to take all the allotted annual 10 personal/sick days, unless absolutely necessary.

Problem Statement 33 Areas: District Processes & Programs

Problem Statement 34: Novice teachers are in need of constant supports in order to be successful.

Root Cause 34: Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 35: Certain subjects, grade levels, and student groups experience lower growth rates than expected.

Root Cause 35: Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Problem Statement 35 Areas: Student Learning

Problem Statement 36: There is a trend of increased threats to public schools, which calls for increased security measures and initiatives.

Root Cause 36: Rise of social media, political tension in the society.

Problem Statement 36 Areas: District Processes & Programs

Problem Statement 37: The dangers of vaping are not always taken seriously by students.

Root Cause 37: Lack of information to students; easy access to purchasing vapes.

Problem Statement 37 Areas: District Processes & Programs

Problem Statement 38: Sometimes students don't see the value in schools or how it translates into real world.

Root Cause 38: Lack of relative information and student supports.

Problem Statement 38 Areas: Student Learning

Problem Statement 39: Some students lack basic skills and/or supports to see themselves past high school.

Root Cause 39: Lack of relative information and student supports.

Problem Statement 39 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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-PESS 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

Goals

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

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

High Priority

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 district events

Strategy 1 Details	Reviews		
Strategy 1: Ensure visual presence of the District's Core Values, Vision, and Mission across the District, on District website, and on social media. Strategy's Expected Result/Impact: Daily practices become aligned with the District's Core Values, Vision, and Mission across the District. Staff Responsible for Monitoring: District and campus administrators Problem Statements: Perceptions 1, 4, 5, 6	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Use the District's Core Values, Mission, and Vision as criteria for recognizing staff. Strategy's Expected Result/Impact: Promotion of the District's Core Values, Vision, and Mission across the District and improved staff morale. Staff Responsible for Monitoring: District and campus administrators. Problem Statements: District Processes & Programs 5	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Incorporate District's Core Values, Vision, and Mission during staff and community meetings or presentations. Strategy's Expected Result/Impact: Promotion of the District's Core Values, Vision, and Mission across the District. Staff Responsible for Monitoring: District and campus administrators. Problem Statements: Perceptions 2, 3, 5, 6	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



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Performance Objective 1 Problem Statements:**District Processes & Programs**

Problem Statement 5: There are pockets of low staff morale across the district. **Root Cause:** Pay increase has been stagnant across the district for several years of most categories of employees. Other factors include low student motivation, campus administrators' performance, challenges with special programs.

Perceptions

Problem Statement 1: In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. **Root Cause:** Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.

Problem Statement 2: The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). **Root Cause:** A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

Problem Statement 3: At Lumberton Primary School, Special Education parents are unfamiliar with new campus facilities and programs, affecting their ability to support their children. **Root Cause:** This is their first transition to a new campus, and parents are not given the tools and instruction to help their students at home.

Problem Statement 4: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

Problem Statement 5: Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community. **Root Cause:** The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.

Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system. **Root Cause:** Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding of middle school struggles contribute to the gap.

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

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

High Priority
HB3 Goal

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: Principals shall establish appropriate systems in each Focus Area and ensure their implementation by means of written expectations for counselors, assistant principals, department leaders, and other staff members in accordance with their areas responsibility. Strategy's Expected Result/Impact: Improved student mental health, increased ADA, staff reports on consistent discipline implementation, increased teacher collaboration and efficiency. Staff Responsible for Monitoring: Campus principals. Problem Statements: District Processes & Programs 6	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Principals shall report to the superintendent the progress of improvement efforts in each of the four Focus Areas during the monthly principals meeting or as requested. Strategy's Expected Result/Impact: Increased focus and consistency of implementation. Staff Responsible for Monitoring: Campus principals Problem Statements: Student Learning 10 - District Processes & Programs 2, 6	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:

Student Learning
Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. Root Cause: Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

District Processes & Programs

Problem Statement 2: PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Problem Statement 6: There is a lack of personal accountability among staff members for specific outcomes. **Root Cause:** Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).





Performance Objective 3: All campuses and departments shall establish and/or evaluate their tightly held and loosely held systems and expectations and ensure program/department improvement and alignment.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews		
Strategy 1: Principals and directors shall collaboratively generate (within their campus or department) the list of tightly-held and loosely-held systems and expectations, document them in writing, and communicate them to all appropriate 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: Campus Principals and Directors Problem Statements: District Processes & Programs 6	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Principals and directors/deparments shall conduct ongoing evaluation of all practices, programs, services, and software to ensure operational and fiscal efficiency. Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency. Staff Responsible for Monitoring: Campus administrators, instructional technology specialists, Director for Curriculum, Assistant Superintendent for Curriculum & Learning Problem Statements: Demographics 3 - Student Learning 10 - District Processes & Programs 7	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Utilize and contribute to the district-wide event calendar to plan events that impact multiple campuses and/or departments. Strategy's Expected Result/Impact: District-wide alignment of events, improved district-wide communication , and absence of major scheduling conflicts. Staff Responsible for Monitoring: Director of Communications, campus administrators, and district administrators. Problem Statements: District Processes & Programs 8	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: The Department of Special Programs and Services shall continue executing the three-year Action Plan based on the recommendations from the 2022 Special Education Audit. Strategy's Expected Result/Impact: Improved Special Education services Staff Responsible for Monitoring: Director of Special Programs and Services Problem Statements: Demographics 3 - District Processes & Programs 4	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The transition process for special education students between Lumberton Intermediate School, Lumberton Primary, and Lumberton Middle School is facing significant challenges. Root Cause: Deficiencies in structural organization, inconsistencies in program offerings, staffing, paperwork issues, and ineffective communication.
Student Learning
Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. Root Cause: Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.
District Processes & Programs
Problem Statement 4: 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. Problem Statement 6: There is a lack of personal accountability among staff members for specific outcomes. Root Cause: Certain areas of responsibility are not assigned to sepecific individuals or those responsibilities are not clearly defined. Problem Statement 7: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. Root Cause: Absence of focus or alignment of the resources during the planning process. Problem Statement 8: With the size of the District, some event compete for time and cause overlap in participation. Root Cause: Coordination of events needs to be more organized and centralized.

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 4: Build leadership and improvement capacity throughout the organization by providing training opportunities and resources to teachers, administrators, and other staff.

High Priority

HB3 Goal

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: Conduct regular principal/director meetings to ensure strong communication across the district. Strategy's Expected Result/Impact: Increased district-wide communication. Professional growth of the participants in the areas of instructional leadership. Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, CFO, Director of Communication Problem Statements: District Processes & Programs 9	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct regular Principal PLCs (principal data meetings) with the Teaching and Learning team. Strategy's Expected Result/Impact: Increased data awareness. Collaborative analysis and decision-making to improve instruction. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Learning, Director for Curriculum Problem Statements: Student Learning 6, 9, 10, 11 - District Processes & Programs 9	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 4 Problem Statements:

Student Learning
Problem Statement 6: 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.

Student Learning

Problem Statement 9: 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.

Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. **Root Cause:** Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 11: Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

District Processes & Programs

Problem Statement 9: Sometimes communication among campuses or campuses and departments is lacking. **Root Cause:** The size of the district, the lack of channels of communication, time factor.

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





Performance Objective 1: Strive to ensure 100% of the teachers are certified and effective.

High Priority

HB3 Goal

Evaluation Data Sources: Data from staff documentation

Strategy 1 Details	Reviews		
Strategy 1: Recruit high quality educators through attending and hosting job fairs as well as collaborating with teacher preparation institutions. Strategy's Expected Result/Impact: Increased collective teacher efficacy. Staff Responsible for Monitoring: Assistance Superintendents (HR and Curriculum) Principals Problem Statements: Student Learning 2 - District Processes & Programs 5	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Implement a staff attendance incentive program. Strategy's Expected Result/Impact: Better utilization of instructional time and improved instructional continuity. Staff Responsible for Monitoring: Assistant Superintendents Principals Directors Problem Statements: District Processes & Programs 10	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 district processes and procedures. Staff Responsible for Monitoring: Instructional Coaches Teaching and Learning Department Principals Assistant Superintendents Problem Statements: District Processes & Programs 11	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 Directors Superintendent Assistant Superintendents Teaching and Learning Department Problem Statements: Student Learning 11 - District Processes & Programs 5, 6, 10	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Monitor the implementation of the hybrid 4-day instructional calendar and collect data on its efficacy. Strategy's Expected Result/Impact: All open teaching positions filled, decreased staff burnout, increase staff satisfaction with working conditions, flexibility in scheduling sporting events, increased student and staff attendance. Staff Responsible for Monitoring: Assistant superintendents, campus administrators Problem Statements: Student Learning 7, 10, 11 - District Processes & Programs 5, 8, 10	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Implement the updated compensation plan for instructional aides to improve attendance and quality of instructional support in the classroom. Strategy's Expected Result/Impact: Increase staff attendance, increase in-class support. Staff Responsible for Monitoring: Campus administration, Human Resources Problem Statements: Student Learning 10 - District Processes & Programs 10	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Initiate the Teacher Incentive Allotment process by developing and submitting the District Designation plan. Strategy's Expected Result/Impact: Teacher retention, improved quality of instruction, improved teacher collaboration. Staff Responsible for Monitoring: Assistant Superintendents, campus administration. Problem Statements: Student Learning 10, 12 - District Processes & Programs 10	Formative		Summative
	Nov	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. **Root Cause:** Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Problem Statement 7: Currently, our dyslexia team services 123 students, but resources are stretched thin, affecting the quality of intervention provided. **Root Cause:** A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. **Root Cause:** Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 11: Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 12: Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

District Processes & Programs

Problem Statement 5: There are pockets of low staff morale across the district. **Root Cause:** Pay increase has been stagnant across the district for several years of most categories of employees. Other factors include low student motivation, campus administrators' performance, challenges with special programs.

Problem Statement 6: There is a lack of personal accountability among staff members for specific outcomes. **Root Cause:** Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

Problem Statement 8: With the size of the District, some events compete for time and cause overlap in participation. **Root Cause:** Coordination of events needs to be more organized and centralized.

Problem Statement 10: Many staff take all 10 personal/sick days or more each year. **Root Cause:** There is little motivation for staff not to take all the allotted annual 10 personal/sick days, unless absolutely necessary.

Problem Statement 11: Novice teachers are in need of constant supports in order to be successful. **Root Cause:** Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

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

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

High Priority





HB3 Goal

Evaluation Data Sources: Surveys and staff feedback

Instructional Coach documentation

T-TESS data

Strategy 1 Details	Reviews		
Strategy 1: Provide individualized teacher and team support from the Teaching and Learning Team. Strategy's Expected Result/Impact: Retention of successful teachers. Staff Responsible for Monitoring: Instructional Coaches Curriculum Director Assistant Superintendent for Curriculum Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 9, 10, 11, 12	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase employee capacity and collective teacher efficacy through observation and feedback cycles, including informal walkthroughs, T-TESS observations, Pre- and Post-Conferences (if applicable) and Learning Walks. Strategy's Expected Result/Impact: Effective communication and well developed teachers that remain in the district. Staff Responsible for Monitoring: Instructional Coaches Principals Teaching and Learning Department Assistant Superintendent Problem Statements: Demographics 1, 2	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Encourage and support instructional staff in seeking content-specific professional development opportunities, including optional professional learning opportunities on the district workdays. Strategy's Expected Result/Impact: Knowledgeable staff that implements the new learning in the classroom to increase student achievement. Staff Responsible for Monitoring: Teaching and Learning Department Assistant Superintendent Principals Problem Statements: Student Learning 1, 2 - District Processes & Programs 7, 11	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Ensure ongoing weekly learning walks on each campus facilitated by campus administration by creating a learning walk schedule and implementing it with fidelity. Strategy's Expected Result/Impact: Improved collective teacher efficacy, improved accountability ratings. Staff Responsible for Monitoring: Campus administration. Problem Statements: Student Learning 1, 2, 9, 10, 11 - District Processes & Programs 1, 7, 11	Formative		Summative
	Nov	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: At Lumberton Primary School , 67 first grade students and 86 second grade students who are considered at risk are not performing at a satisfactory level on the academic readiness assessments. Root Cause: The curriculum execution does not consistently align with the universal screeners that determine satisfactory performance.
Problem Statement 2: 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.
Student Learning
Problem Statement 1: At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark. Root Cause: Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.
Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. Root Cause: Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Student Learning

Problem Statement 9: 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.

Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. **Root Cause:** Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 11: Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 12: Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

District Processes & Programs

Problem Statement 1: Even though the Early Childhood Campus uses Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

Problem Statement 7: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. **Root Cause:** Absence of focus or alignment of the resources during the planning process.

Problem Statement 11: Novice teachers are in need of constant supports in order to be successful. **Root Cause:** Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

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

Performance Objective 1: 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 committee meetings. Strategy's Expected Result/Impact: The public becomes aware of the District goals. Staff Responsible for Monitoring: Director of Communication Problem Statements: Perceptions 1, 2, 4, 5, 6	Formative		Summative
	Nov	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. Root Cause: Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.
Problem Statement 2: The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). Root Cause: A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.
Problem Statement 4: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. Root Cause: Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.
Problem Statement 5: Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community. Root Cause: The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.
Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system. Root Cause: Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding of middle school struggles contribute to the gap.

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

Performance Objective 2: Ensure that district and campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

- High Priority
- 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: Assist and guide campuses with implementing research-based pedagogical practices, Career and Technology Education projects, and partnerships for postsecondary student opportunities. Strategy's Expected Result/Impact: Increased student learning opportunities, increased collective teacher efficacy, improved accountability rating. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director for Curriculum & Instruction Problem Statements: Student Learning 5, 8 - District Processes & Programs 4, 6, 7, 11	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure operation of the Life Ready Center at Lumberton High School to support students with college applications, preparation for interviews, and job searches. Strategy's Expected Result/Impact: Career-ready students/graduates Staff Responsible for Monitoring: High school principal, Director for CCMR, school counselors Problem Statements: Student Learning 5 Funding Sources: Title IV Funds - Federal	Formative		Summative
	Nov	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5: 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 8: Five programs of study are dual credit programs through LSCO and LSCPA, but students lack access to the necessary college textbooks. **Root Cause:** The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

District Processes & Programs

Problem Statement 4: 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.

Problem Statement 6: There is a lack of personal accountability among staff members for specific outcomes. **Root Cause:** Certain areas of responsibility are not assigned to sepcific individuals or those responsibilities are not clearly defined.

Problem Statement 7: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. **Root Cause:** Absence of focus or alignment of the resources during the planning process.

Problem Statement 11: Novice teachers are in need of constant supports in order to be succcessful. **Root Cause:** Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

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

Performance Objective 3: Provide explicit behavioral expectations and management systems for students and staff.

High Priority

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
Review data from DESSA screenings

Strategy 1 Details	Reviews		
Strategy 1: Track student attendance regularly. Strategy's Expected Result/Impact: Increased student achievement, consistent funding. Staff Responsible for Monitoring: Campus administrators. Problem Statements: Perceptions 7	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: 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: Assistant Superintendent for Human Resources, campus administrators, Problem Statements: Perceptions 4	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: Campus principal Problem Statements: Perceptions 4, 5, 7, 8	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> Continue/Modify <div><div><div></div></div></div> Discontinue			

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 4: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

Problem Statement 5: Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community. **Root Cause:** The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.

Problem Statement 7: 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.

Problem Statement 8: At Lumberton Middle School, despite our commitment to providing quality education, our current campus infrastructure and organization pose significant challenges, including inadequate facilities and inefficient space utilization. **Root Cause:** Campus layout not originally built for a middle school, and additional wings without true traffic patterns.

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

Performance Objective 4: Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all the stakeholders.

High Priority

Evaluation Data Sources: Feedback in DEIC
Community Board Meetings
Communication in multiple forms
Data of attendance to campus family nights, district community trainings/meetings, and virtual posts and feedback

Strategy 1 Details	Reviews		
Strategy 1: Utilize different means of public communication, including, but not limited to Remind, Email, Messaging, Twitter, Facebook, Peachjar, and the official district website. Strategy's Expected Result/Impact: Well-informed stakeholders Staff Responsible for Monitoring: Director of Communications Superintendent Problem Statements: Perceptions 2, 5, 6	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct parent and family engagement activities per individual campus and/or district needs. Strategy's Expected Result/Impact: Improved communication, well-informed stakeholders. Staff Responsible for Monitoring: Principals, Director of Communication Problem Statements: Perceptions 3, 4, 5, 6	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 4 Problem Statements:

Perceptions
Problem Statement 2: The Eearly Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). Root Cause: A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

Perceptions

Problem Statement 3: At Lumberton Primary School, Special Education parents are unfamiliar with new campus facilities and programs, affecting their ability to support their children. **Root Cause:** This is their first transition to a new campus, and parents are not given the tools and instruction to help their students at home.

Problem Statement 4: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

Problem Statement 5: Lumberton Intermediate School faces the challenge of balancing stringent security measures with the need to create a welcoming and inclusive environment for families and the community. **Root Cause:** The need for stringent security measures due to COVID-19 and school shootings has inadvertently created barriers to involvement.

Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system. **Root Cause:** Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding of middle school struggles contribute to the gap.

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

Performance Objective 5: Ensure physical safety and security of all staff, students, and district visitors in compliance with the House Bill 3, Intruder Audits, and other TEA safety requirements.

High Priority

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: Implement a consistent system of staff and student parking tags. Strategy's Expected Result/Impact: Improved campus and district safety Staff Responsible for Monitoring: Campus administrators, SROs, Director of Safety and Security Problem Statements: District Processes & Programs 12	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Continue updating district Emergency Operations Plan (EOP) and functional annexes. Strategy's Expected Result/Impact: Improved campus and district safety Staff Responsible for Monitoring: Director of Safety and Security Problem Statements: District Processes & Programs 12	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: Improved campus and district safety Staff Responsible for Monitoring: Director for Safety and Security Problem Statements: District Processes & Programs 12	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Implement new bus software to increase student safety. Strategy's Expected Result/Impact: Improved campus and district safety Staff Responsible for Monitoring: Director of Operations, Transportation Coordinator Problem Statements: District Processes & Programs 12	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Implement vaping prevention program (e.g. Catch My Breath Program or others). Strategy's Expected Result/Impact: Improved student health, decreased disciplinary placements. Staff Responsible for Monitoring: Campus administration Problem Statements: District Processes & Programs 13 Funding Sources: Title IV - Federal	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Use the Raptor Alert app to ensure efficient implementation of the Standard Response Protocol (SRP). Strategy's Expected Result/Impact: Efficient implementatin of SRP, accounted for students and staff during emergencies, improved communication during emergencies. Staff Responsible for Monitoring: Director of Technology, Director for Safety and Security, Assistant Superintendent for T&L Problem Statements: District Processes & Programs 12	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Install and utilize vape detectors on the Middle School and High School Campuses to deter students smoking or vaping on campus. Strategy's Expected Result/Impact: Students will stop smoking/vaping Staff Responsible for Monitoring: High school and Middle school administration Problem Statements: District Processes & Programs 12, 13 Funding Sources: Title IV - Federal	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
Strategy 8: Facilitate installation and functioning of the Bidirectional Amplifiers in all District buildings. Strategy's Expected Result/Impact: Improved communication accross all campuses. Staff Responsible for Monitoring: Technology director, Safety and Security Director, other Central Office staff. Problem Statements: District Processes & Programs 12	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

District Processes & Programs

Problem Statement 12: There is a trend of increased threats to public schools, which calls for increased security measures and initiatives. **Root Cause:** Rise of cosial media, political tension in the society.

Problem Statement 13: The dangers of vaping are not always taken seriously by students. **Root Cause:** Lack of information to students; easy access to purchasing vapes.

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

Performance Objective 6: Improve staff morale and productivity by eliminating inefficiencies, redundancies, and excessive paperwork for all staff when possible.

HB3 Goal
Evaluation Data Sources: Amount of paperwork required from teachers and staff.

Strategy 1 Details	Reviews		
Strategy 1: Implement 9-week assessments to ensure consistency in assessments and data analysis. Strategy's Expected Result/Impact: Increased instructional time, decreased amount of testing. Staff Responsible for Monitoring: Teachers, principals, T&L Department Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 2, 7	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Continue re-assessing systems to eliminate inefficiencies when possible. Strategy's Expected Result/Impact: Decrease redundant processes. Staff Responsible for Monitoring: Department of Special Programs and Services Problem Statements: District Processes & Programs 3, 4, 7, 10	Formative		Summative
	Nov	Mar	June
<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>			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: At Lumberton Primary School , 67 first grade students and 86 second grade students who are considered at risk are not performing at a satisfactory level on the academic readiness assessments. Root Cause: The curriculum execution does not consistently align with the universal screeners that determine satisfactory performance.
Problem Statement 2: 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 4: 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

Problem Statement 1: At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark. **Root Cause:** Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.

Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. **Root Cause:** Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Problem Statement 7: Currently, our dyslexia team services 123 students, but resources are stretched thin, affecting the quality of intervention provided. **Root Cause:** A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

District Processes & Programs

Problem Statement 3: 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: 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.

Problem Statement 7: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. **Root Cause:** Absence of focus or alignment of the resources during the planning process.

Problem Statement 10: Many staff take all 10 personal/sick days or more each year. **Root Cause:** There is little motivation for staff not to take all the allotted annual 10 personal/sick days, unless absolutely necessary.

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 1: Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition in order to increase Student Achievement and Student Growth on STAAR.

The 2024 Lumberton ISD Meets baseline is as follows:

All Subjects and Grade Levels 50%*,
Reading 55%,
Mathematics 44%,
Science 48%,
Social Studies 52%, and
Academic Growth 64%.

The 2024 Lumberton Intermediate Meets baseline is as follows:

All Subjects and Grade Levels 43%,
Reading 46%,
Mathematics 44%,
Science 32%, and
Academic Growth 66%.

The 2024 Lumberton Middle School Meets baseline is as follows:

All Subjects and Grade Levels 44%,
Reading 52%,
Mathematics 43%,
Science 40%,
Social Studies 29%, and
Academic Growth 60%.

The 2024 Lumberton High School Meets baseline is as follows:

All Subjects and Grade Levels 67%,
Reading 70%,
Mathematics 45%,
Science 71%,
Social Studies 79%, and
Academic Growth 71%.





Based on the 2023-2024 TEA data released Aug 13, 2024.

HB3 Goal

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
 Utilize Eduphoria Aware for assessments and student tracking of progress

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 subject at each grade level by at least 1% as evidenced by STAAR/EOC exams results. Staff Responsible for Monitoring: Teachers Principals Teaching and Learning Team Title I: 2.4, 2.6 Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Continue Year 2 implementation of the Texas Lesson Study initiative at the Lumberton Intermediate School to improve PLC practices. Strategy's Expected Result/Impact: Aligned planning practices, Increased student achievement. Staff Responsible for Monitoring: Curriculum coordinators and instructional coaches. Problem Statements: Student Learning 10, 11, 12	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: 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 Principals Teaching and Learning Team Title I: 2.4, 2.6 Problem Statements: Student Learning 12		Formative		Summative
		Nov	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Ensure common formative assessments are administered consistently 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 Principals Teaching and Learning Team Title I: 2.4 Problem Statements: Student Learning 2, 6, 9, 10, 11, 12, 14 - District Processes & Programs 2, 3		Formative		Summative
		Nov	Mar	June
Strategy 5 Details		Reviews		
Strategy 5: Continue utilizing standards-based grading in pre-kindergarten and kindergarten to ensure quality feedback. Strategy's Expected Result/Impact: Teachers are better informed of the students' success and individual skill sets. Targeted instruction to students' needs can be developed. Staff Responsible for Monitoring: Teachers Principals Title I: 2.4 Problem Statements: District Processes & Programs 1		Formative		Summative
		Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Continue the development of the Curriculum Guides per District Curriculum Development and Management Plan. Strategy's Expected Result/Impact: High quality curriculum, improved guidance for teachers. Staff Responsible for Monitoring: Curriculum coordinators, Director for Curriculum and Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 9, 10, 11, 12 - District Processes & Programs 1, 2, 3, 4	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Provide regular data reviews for ALL subjects and grade levels during the campus-level teacher PLC as well as the Principal PLCs with the Teaching and Learning Team. Strategy's Expected Result/Impact: Improved quality of classroom instruction. Staff Responsible for Monitoring: Assistant Superintendent for Instruction, Principals, T&L Team Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 7, 9, 10, 11, 12 - District Processes & Programs 1, 2, 3	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At Lumberton Primary School , 67 first grade students and 86 second grade students who are considered at risk are not performing at a satisfactory level on the academic readiness assessments. Root Cause: The curriculum execution does not consistently align with the universal screeners that determine satisfactory performance.
Problem Statement 2: 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 3: The transition process for special education students between Lumberton Intermediate School, Lumberton Primary, and Lumberton Middle School is facing significant challenges. Root Cause: Deficiencies in structural organization, inconsistencies in program offerings, staffing, paperwork issues, and ineffective communication.
Problem Statement 4: 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
Problem Statement 1: At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark. Root Cause: Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.
Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. Root Cause: Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Student Learning

Problem Statement 3: The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw. **Root Cause:** Budgetary constraints limit the availability of iPads in the classroom.

Problem Statement 4: 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 5: 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 6: 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 7: Currently, our dyslexia team services 123 students, but resources are stretched thin, affecting the quality of intervention provided. **Root Cause:** A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

Problem Statement 8: Five programs of study are dual credit programs through LSCO and LSCPA, but students lack access to the necessary college textbooks. **Root Cause:** The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

Problem Statement 9: 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.

Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. **Root Cause:** Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.

Problem Statement 11: Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 12: Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Problem Statement 14: Some students lack basic skills and/or supports to see themselves past high school. **Root Cause:** Lack of relative information and student supports.

District Processes & Programs

Problem Statement 1: Even though the Early Childhood Campus uses Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

Problem Statement 2: PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Problem Statement 3: 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: 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.

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

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

HB3 Goal

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

Usage and review of data of IXL, Progress Learning, and Renaissance

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 Directors Problem Statements: District Processes & Programs 2, 6, 11	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase instructional capacity of the District employees by expanding the professional learning options offered to teachers and staff via utilization of the Title II funding. Strategy's Expected Result/Impact: Improved quality of the District curriculum; Increased student achievement; Staff retention Staff Responsible for Monitoring: Director of Curriculum and Learning, Assistant Superintendent for Curriculum and Learning Problem Statements: Student Learning 2, 9, 10, 11, 12, 14	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Utilize TEKS Resource system to facilitate instructional planning. Strategy's Expected Result/Impact: Increased quality of curriculum planning resources. Staff Responsible for Monitoring: Director of Curriculum and Learning, Assistant Superintendent for Curriculum and Learning Problem Statements: Student Learning 11 - District Processes & Programs 2	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Conduct campus-based scheduled and systematic Learning Walks to allow teachers observe their peers and share best instructional practices. Strategy's Expected Result/Impact: Improved instructional delivery, increased student achievement. Staff Responsible for Monitoring: Campus principals Problem Statements: District Processes & Programs 7, 11	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Provide the Early Childhood Campus with a platform for data management system based on the adopted Standard-Based Grading model. Strategy's Expected Result/Impact: Ability to review data and make instructional decision based on the data received. Staff Responsible for Monitoring: District Administration, Campus Principal. Problem Statements: District Processes & Programs 1	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. Root Cause: Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.</p> <p>Problem Statement 9: 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.</p> <p>Problem Statement 10: There is a discrepancy in student performance based on individual teacher and paraprofessional skills. Root Cause: Lack of consistent expectations for teachers and paraprofessionals from campus administration related to instructional practices in the classroom.</p>

Student Learning

Problem Statement 11: Instructional leadership capacity in some campus administrators still needs further development. **Root Cause:** Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

Problem Statement 12: Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Problem Statement 14: Some students lack basic skills and/or supports to see themselves past high school. **Root Cause:** Lack of relative information and student supports.

District Processes & Programs

Problem Statement 1: Even though the Early Childhood Campus uses Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

Problem Statement 2: PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Problem Statement 6: There is a lack of personal accountability among staff members for specific outcomes. **Root Cause:** Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

Problem Statement 7: The district is abundant in instructional resources, specifically software, which sometimes may result in underutilization of these resources. **Root Cause:** Absence of focus or alignment of the resources during the planning process.





Problem Statement 11: Novice teachers are in need of constant supports in order to be successful. **Root Cause:** Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

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), Response to Intervention (RTI), Dyslexia, and 504).

- HB3 Goal**
- Evaluation Data Sources:** Review data from the District Resource Evaluation Process
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
Usage and review of data of IXL, Progress Learning, and Renaissance

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 Title I: 2.5, 2.6 Problem Statements: Student Learning 1, 2 - District Processes & Programs 2, 3	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Provide educators who teach and support ESL students with training and resources to ensure student academic and social-emotional success. Strategy's Expected Result/Impact: Increased scores on TELPAS and STAAR data in the EL student population. Staff Responsible for Monitoring: ESL Coordinator Principals Title I: 2.6 Problem Statements: District Processes & Programs 3	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide targeted interventions to students with identified needs, including the requirements of HB 4545 and credit recovery, by using such resources as IXL, Progress Learning, APEX, iStation, and Renaissance. Strategy's Expected Result/Impact: Student increased performance in closing the gaps on STAAR and other district assessments. Staff Responsible for Monitoring: Interventionists Teachers Principals Special Programs Department Title I: 2.4, 2.6 Problem Statements: Student Learning 12	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Ensure all students' access to instructional technology. Strategy's Expected Result/Impact: Increased success in computer safety, learning outcomes, and all economically disadvantaged students have access to devices. Staff Responsible for Monitoring: Technology Department Finance Principals Title I: 2.5, 2.6 Problem Statements: Student Learning 3, 4	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Ensure smooth and effective campus transition of students serviced under Special Programs. Strategy's Expected Result/Impact: Improved quality of services for students participating in special programs. Staff Responsible for Monitoring: Director and Assistant Director of Special Programs. Problem Statements: Demographics 3	Formative		Summative
	Nov	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: The transition process for special education students between Lumberton Intermediate School, Lumberton Primary, and Lumberton Middle School is facing significant challenges. **Root Cause:** Deficiencies in structural organization, inconsistencies in program offerings, staffing, paperwork issues, and ineffective communication.

Student Learning

Problem Statement 1: At Lumberton Primary School, there is only a small percentage of growth in At/Above benchmark from the beginning of year to the middle of year in Reading and Math according to universal results, with more than half of the students remaining below benchmark. **Root Cause:** Inconsistencies in curriculum implementation, TEKS, and universal screening, along with a decline in parent involvement, are contributing to the lack of student progress.

Problem Statement 2: Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans at Lumberton Primary campus. **Root Cause:** Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

Problem Statement 3: The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw. **Root Cause:** Budgetary constraints limit the availability of iPads in the classroom.

Problem Statement 4: 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 12: Certain subjects, grade levels, and student groups experience lower growth rates than expected. **Root Cause:** Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

District Processes & Programs

Problem Statement 2: PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Problem Statement 3: 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.





Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 4: Provide programs, systems, and supports to 1) ensure students' college, career, and postsecondary readiness and 2) increase the Lumberton ISD CCMR rating. The 2024 Lumberton ISD CCMR baseline is 64.9% (based on the 2022-23 data from OnDataSuite).

HB3 Goal

Evaluation Data Sources: CTE Director data
 State CCMR data
 Use Texas College Bridge program to monitor students' college prep progress
 HB3 Five Year Outcome Goals progress and data
 Review of data in mClass/Amplify and Renaissance

Strategy 1 Details		Reviews		
Strategy 1: Ensure efficiency of the GO Center - Life Ready Center (LRC). Strategy's Expected Result/Impact: Increased graduation rate and decreased drop out rates. Staff Responsible for Monitoring: Principals Counselors Teachers Assistant Superintendent Curriculum Director Special Programs Director CTE Director Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 5, 8		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: Principals Counselors CTE Director Title I: 2.4, 2.5 Problem Statements: Student Learning 8, 13 - Perceptions 4, 7		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: High School Principals, Director for CCMR. Problem Statements: Student Learning 13, 14	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Increase the overall monetary value of scholarships received by this year's seniors compared to the seniors of the 2024 graduating class. The 2024 LHS baseline is \$4,900,000. Strategy's Expected Result/Impact: Increased opportunities for student post-secondary future, decrease financial burden on families. Staff Responsible for Monitoring: High School administration, CCMR Director, Counselors. Problem Statements: Student Learning 13, 14	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: 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 8: Five programs of study are dual credit programs through LSCO and LSCPA, but students lack access to the necessary college textbooks. Root Cause: The cost of textbooks, and the inability to use online resources due to internet connectivity issues. Problem Statement 13: Sometimes students don't see the value in schools or how it translates into real world. Root Cause: Lack of relative information and student supports. Problem Statement 14: Some students lack basic skills and/or supports to see themselves past high school. Root Cause: Lack of relative information and student supports.
Perceptions
Problem Statement 4: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. Root Cause: Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff. Problem Statement 7: 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.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,202,189.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Students at risk of failure or dropout have access to the district's closing the gaps plan, which includes online programs such as IXL, iStation, Progress Learning, Apex, and Renaissance Learning. These programs are used in conjunction with classroom instruction to help students accelerate learning in order to meet grade level expectations and/or graduation expectations. IXL and Progress Learning provide online content pathways that can be assigned to students and allow them to practice and assess to monitor growth. These tools are computer adaptive and help meet individual goals as the students works. Apex provides students the opportunity to learn the missed material/content and work to recover credits and meet graduation requirements. Renaissance Learning is a district-wide tool used to gather universal data and suggest groupings, strategies, and progress monitors for students to become successful. Each tool is vital in providing the district with a way to track, monitor, and instruct many students in a short period of time.

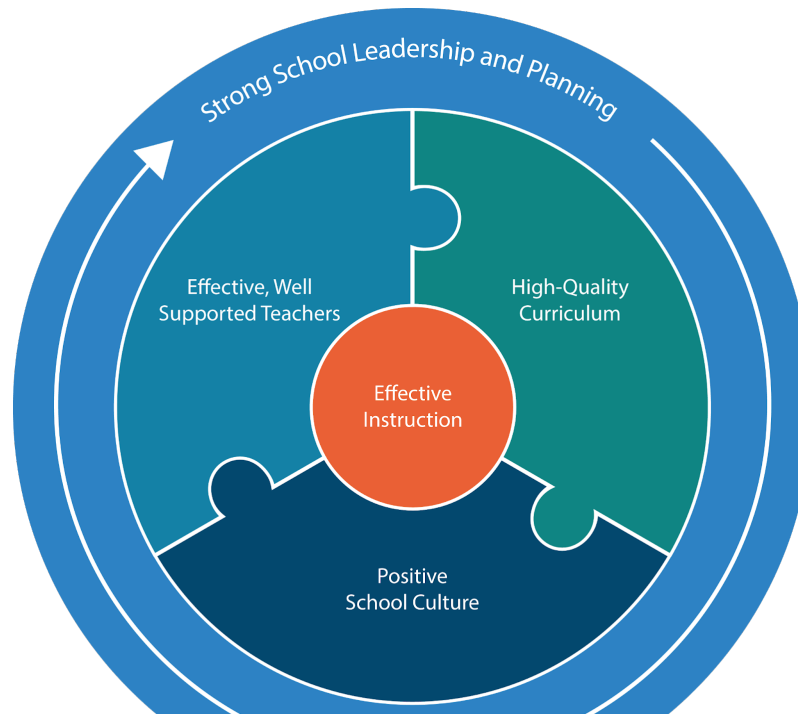
Plan Notes

Lumberton ISD District Improvement Plan

Lumberton ISD's District Goals are aligned to the Texas Education Agency's (TEA) Effective Schools Framework (ESF).

The goal of the ESF is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs of each school.

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This **instructional core** is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.





District Funding Summary

Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Title IV Funds		\$0.00
3	5	5	Title IV		\$0.00
3	5	7	Title IV		\$0.00
Sub-Total					\$0.00

Addendums

Annual Growth		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	133	80	46	14	7	0
	High Does Not Meet Grade Level	98	142	108	59	26	0
	Low Approaches Grade Level	45	111	129	101	85	1
	High Approaches Grade Level	18	67	114	179	220	16
	Meets Grade Level	5	21	92	228	712	183
	Masters Grade Level	0	0	3	9	251	472

4545 Performance		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	133	80	46	14	7	0
	High Does Not Meet Grade Level	98	142	108	59	26	0

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	1195	0
Tests earning 0.5 points	450	225
Tests Earning 1.0 point	2130	2130
Annual Growth Total Points Earned (A)		2355
# of Tests Included in Calculation (C)		3775
Annual Growth Score		62

4545 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	453	0
Tests Earning 1.0 point	260	260
Total 4545 Points Earned (B)		260
# of Tests Included in Calculation		713
4545 Performance Score		36

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	2355
Total 4545 Points Earned [same as B] x 0.25	65.0
Academic Growth Total Points Earned	2420
# Tests Included in Calculation [same as C]	3775
Academic Growth Score	64

Annual Growth		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	19	15	6	2	5	0
	High Does Not Meet Grade Level	7	14	9	8	7	0
	Low Approaches Grade Level	5	12	17	15	22	0
	High Approaches Grade Level	0	13	20	31	67	1
	Meets Grade Level	1	6	13	47	255	35
	Masters Grade Level	0	0	0	1	77	108

4545 Performance		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	19	15	6	2	5	0
	High Does Not Meet Grade Level	7	14	9	8	7	0

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	221	0
Tests earning 0.5 points	62	31
Tests Earning 1.0 point	555	555
Annual Growth Total Points Earned (A)		586
# of Tests Included in Calculation (C)		838
Annual Growth Score		70

4545 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	55	0
Tests Earning 1.0 point	37	37
Total 4545 Points Earned (B)		37
# of Tests Included in Calculation		92
4545 Performance Score		40

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	586
Total 4545 Points Earned [same as B] x 0.25	9.3
Academic Growth Total Points Earned	595
# Tests Included in Calculation [same as C]	838
Academic Growth Score	71

Annual Growth		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	69	34	19	3	1	0
	High Does Not Meet Grade Level	58	81	45	21	13	0
	Low Approaches Grade Level	26	62	74	55	31	0
	High Approaches Grade Level	15	41	58	85	77	3
	Meets Grade Level	3	14	51	107	285	89
	Masters Grade Level	0	0	2	4	105	229

4545 Performance		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	69	34	19	3	1	0
	High Does Not Meet Grade Level	58	81	45	21	13	0

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	615	0
Tests earning 0.5 points	240	120
Tests Earning 1.0 point	905	905
Annual Growth Total Points Earned (A)		1025
# of Tests Included in Calculation (C)		1760
Annual Growth Score		58

4545 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	242	0
Tests Earning 1.0 point	102	102
Total 4545 Points Earned (B)		102
# of Tests Included in Calculation		344
4545 Performance Score		30

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	1025
Total 4545 Points Earned [same as B] x 0.25	25.5
Academic Growth Total Points Earned	1051
# Tests Included in Calculation [same as C]	1760
Academic Growth Score	60

Annual Growth		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	45	31	21	9	1	0
	High Does Not Meet Grade Level	33	47	54	30	6	0
	Low Approaches Grade Level	14	37	38	31	32	1
	High Approaches Grade Level	3	13	36	63	76	12
	Meets Grade Level	1	1	28	74	172	59
	Masters Grade Level	0	0	1	4	69	135

4545 Performance		STAAR 2024					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR 2023	Low Does Not Meet Grade Level	45	31	21	9	1	0
	High Does Not Meet Grade Level	33	47	54	30	6	0

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	359	0
Tests earning 0.5 points	148	74
Tests Earning 1.0 point	670	670
Annual Growth Total Points Earned (A)		744
# of Tests Included in Calculation (C)		1177
Annual Growth Score		63

4545 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	156	0
Tests Earning 1.0 point	121	121
Total 4545 Points Earned (B)		121
# of Tests Included in Calculation		277
4545 Performance Score		44

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	744
Total 4545 Points Earned [same as B] x 0.25	30.3
Academic Growth Total Points Earned	774
# Tests Included in Calculation [same as C]	1177
Academic Growth Score	66

2022-23 Texas Academic Performance Report (TAPR)

District Name: LUMBERTON ISD

District Number: 100907

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	74%	80%	-	73%	82%	*	*	-	50%	49%	89%	82%	73%	72%	33%
	2022	76%	71%	88%	*	100%	87%	*	*	-	67%	69%	*	88%	86%	84%	100%
At Meets Grade Level or Above	2023	50%	45%	52%	-	45%	53%	*	*	-	38%	31%	56%	52%	52%	42%	11%
	2022	51%	44%	62%	*	65%	62%	*	*	-	56%	33%	*	60%	69%	54%	57%
At Masters Grade Level	2023	20%	15%	17%	-	9%	18%	*	*	-	13%	6%	22%	18%	13%	11%	0%
	2022	30%	24%	36%	*	26%	37%	*	*	-	33%	21%	*	35%	43%	37%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	69%	74%	-	64%	77%	*	*	-	50%	57%	89%	77%	63%	68%	11%
	2022	71%	64%	84%	*	91%	84%	*	*	-	67%	60%	*	84%	86%	79%	86%
At Meets Grade Level or Above	2023	45%	38%	47%	-	36%	48%	*	*	-	50%	29%	56%	51%	32%	36%	0%
	2022	43%	35%	50%	*	52%	51%	*	*	-	44%	26%	*	50%	55%	39%	57%
At Masters Grade Level	2023	19%	13%	19%	-	15%	21%	*	*	-	0%	14%	11%	21%	14%	13%	0%
	2022	21%	15%	22%	*	22%	22%	*	*	-	33%	10%	*	21%	31%	18%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	73%	80%	*	92%	79%	*	*	-	44%	42%	*	81%	76%	73%	88%
	2022	77%	73%	78%	*	72%	79%	*	*	-	80%	43%	100%	79%	75%	57%	80%
At Meets Grade Level or Above	2023	48%	39%	41%	*	23%	44%	*	*	-	33%	13%	*	41%	43%	33%	25%
	2022	54%	47%	55%	*	53%	56%	*	*	-	50%	27%	71%	57%	49%	41%	20%
At Masters Grade Level	2023	22%	14%	16%	*	12%	17%	*	*	-	22%	2%	*	15%	21%	14%	0%
	2022	28%	22%	27%	*	31%	26%	*	*	-	30%	10%	29%	28%	23%	11%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	63%	70%	*	62%	71%	*	*	-	67%	40%	*	70%	67%	63%	88%
	2022	70%	64%	80%	*	78%	81%	*	*	-	80%	47%	86%	80%	78%	55%	80%
At Meets Grade Level or Above	2023	48%	39%	43%	*	38%	43%	*	*	-	44%	19%	*	43%	43%	35%	38%
	2022	43%	36%	51%	*	53%	51%	*	*	-	60%	18%	86%	49%	56%	31%	40%
At Masters Grade Level	2023	22%	15%	17%	*	15%	17%	*	*	-	22%	8%	*	15%	22%	14%	13%
	2022	23%	18%	27%	*	36%	25%	*	*	-	40%	14%	29%	27%	25%	14%	20%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	83%	*	73%	84%	*	*	-	90%	47%	71%	84%	80%	70%	71%
	2022	81%	75%	86%	*	84%	88%	*	*	-	80%	64%	*	88%	83%	74%	67%
At Meets Grade Level or Above	2023	57%	48%	51%	*	49%	50%	*	*	-	60%	18%	29%	51%	51%	33%	43%
	2022	58%	50%	59%	*	56%	60%	*	*	-	40%	39%	*	60%	54%	40%	17%
At Masters Grade Level	2023	28%	21%	17%	*	27%	16%	*	*	-	10%	4%	29%	19%	11%	2%	14%
	2022	36%	28%	35%	*	28%	37%	*	*	-	10%	20%	*	38%	29%	21%	0%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	75%	83%	*	80%	85%	*	*	-	80%	55%	86%	85%	80%	70%	86%
	2022	77%	70%	78%	*	78%	77%	*	*	-	90%	52%	*	81%	68%	62%	33%
At Meets Grade Level or Above	2023	51%	43%	52%	*	54%	52%	*	*	-	40%	22%	43%	54%	46%	33%	29%
	2022	48%	38%	45%	*	41%	46%	*	*	-	50%	25%	*	49%	37%	28%	0%
At Masters Grade Level	2023	21%	14%	19%	*	24%	18%	*	*	-	20%	8%	29%	21%	16%	13%	29%
	2022	25%	16%	20%	*	16%	21%	*	*	-	10%	14%	*	23%	12%	7%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	58%	73%	*	73%	74%	*	*	-	80%	37%	86%	73%	74%	59%	86%
	2022	66%	59%	78%	*	81%	77%	*	*	-	90%	57%	*	79%	78%	64%	33%
At Meets Grade Level or Above	2023	36%	29%	45%	*	49%	44%	*	*	-	70%	24%	29%	46%	43%	29%	43%
	2022	38%	31%	47%	*	47%	47%	*	*	-	70%	34%	*	49%	43%	35%	0%
At Masters Grade Level	2023	16%	11%	16%	*	20%	15%	*	*	-	10%	6%	29%	17%	12%	6%	0%
	2022	18%	13%	22%	*	19%	22%	*	*	-	20%	11%	*	26%	12%	10%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	71%	84%	*	89%	84%	*	*	*	71%	47%	100%	85%	80%	71%	70%
	2022	70%	65%	73%	*	81%	72%	-	*	*	*	31%	86%	73%	72%	66%	20%
At Meets Grade Level or Above	2023	52%	44%	52%	*	46%	54%	*	*	*	43%	32%	67%	55%	43%	34%	20%
	2022	43%	37%	43%	*	67%	41%	-	*	*	*	15%	29%	45%	39%	35%	20%
At Masters Grade Level	2023	22%	15%	21%	*	22%	21%	*	*	*	0%	17%	17%	23%	14%	14%	10%
	2022	23%	17%	20%	*	19%	20%	-	*	*	*	6%	0%	21%	18%	12%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	69%	79%	*	86%	78%	*	*	*	86%	57%	100%	80%	77%	69%	50%
	2022	73%	67%	82%	*	85%	81%	-	*	*	*	40%	100%	83%	78%	72%	40%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	30%	38%	*	32%	39%	*	*	*	57%	17%	67%	41%	30%	27%	10%
	2022	39%	31%	44%	*	37%	45%	-	*	*	*	15%	43%	44%	43%	34%	20%
At Masters Grade Level	2023	16%	9%	15%	*	8%	16%	*	*	*	14%	11%	17%	17%	9%	8%	0%
	2022	16%	11%	15%	*	15%	15%	-	*	*	*	6%	43%	16%	14%	6%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	75%	80%	*	94%	78%	*	*	*	100%	29%	67%	80%	80%	68%	50%
	2022	80%	76%	86%	*	81%	88%	*	-	-	70%	43%	*	85%	90%	78%	55%
At Meets Grade Level or Above	2023	55%	49%	54%	*	61%	53%	*	*	*	67%	15%	33%	54%	53%	37%	0%
	2022	56%	50%	60%	*	45%	63%	*	-	-	60%	30%	*	60%	61%	47%	18%
At Masters Grade Level	2023	27%	22%	26%	*	19%	27%	*	*	*	17%	6%	25%	27%	23%	12%	0%
	2022	37%	31%	40%	*	19%	43%	*	-	-	30%	7%	*	40%	39%	24%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	59%	75%	*	84%	74%	*	*	*	67%	27%	58%	74%	77%	65%	67%
	2022	61%	55%	81%	*	68%	85%	*	-	-	50%	52%	*	83%	75%	74%	55%
At Meets Grade Level or Above	2023	37%	32%	49%	*	48%	50%	*	*	*	33%	17%	33%	51%	43%	35%	17%
	2022	31%	26%	50%	*	39%	53%	*	-	-	30%	20%	*	53%	41%	32%	9%
At Masters Grade Level	2023	11%	8%	15%	*	10%	15%	*	*	*	17%	6%	17%	15%	13%	5%	0%
	2022	13%	9%	22%	*	16%	23%	*	-	-	10%	9%	*	23%	19%	12%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	81%	90%	*	84%	91%	*	-	*	100%	55%	100%	89%	92%	83%	64%
	2022	83%	79%	85%	-	80%	85%	*	*	-	88%	45%	80%	85%	82%	80%	90%
At Meets Grade Level or Above	2023	58%	52%	66%	*	59%	67%	*	-	*	60%	25%	67%	67%	60%	47%	43%
	2022	58%	51%	55%	-	54%	55%	*	*	-	63%	29%	60%	58%	47%	42%	40%
At Masters Grade Level	2023	28%	22%	33%	*	16%	35%	*	-	*	30%	8%	33%	34%	27%	17%	0%
	2022	37%	31%	35%	-	23%	35%	*	*	-	50%	16%	40%	36%	29%	23%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	71%	86%	*	77%	88%	*	-	*	80%	56%	*	88%	82%	84%	62%
	2022	71%	64%	76%	-	70%	76%	-	*	-	75%	52%	*	81%	58%	64%	80%
At Meets Grade Level or Above	2023	46%	38%	50%	*	23%	55%	*	-	*	40%	21%	*	52%	46%	39%	8%
	2022	40%	31%	36%	-	33%	36%	-	*	-	63%	29%	*	39%	29%	33%	40%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	10%	12%	*	10%	12%	*	-	*	20%	8%	*	12%	11%	10%	0%
	2022	14%	8%	6%	-	13%	4%	-	*	-	13%	10%	*	5%	8%	7%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	70%	84%	*	73%	86%	*	-	*	80%	53%	100%	86%	79%	76%	57%
	2022	74%	67%	83%	-	77%	84%	*	*	-	88%	48%	80%	86%	74%	76%	70%
At Meets Grade Level or Above	2023	47%	40%	59%	*	38%	64%	*	-	*	40%	23%	50%	64%	46%	44%	21%
	2022	45%	35%	50%	-	43%	50%	*	*	-	63%	29%	60%	53%	41%	36%	40%
At Masters Grade Level	2023	17%	11%	23%	*	11%	26%	*	-	*	20%	5%	33%	27%	12%	11%	7%
	2022	24%	14%	26%	-	20%	26%	*	*	-	25%	23%	60%	27%	21%	14%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	56%	75%	*	65%	77%	*	-	*	80%	43%	67%	77%	67%	66%	43%
	2022	61%	51%	74%	-	60%	76%	*	*	-	75%	58%	80%	76%	70%	65%	50%
At Meets Grade Level or Above	2023	33%	26%	41%	*	24%	45%	*	-	*	30%	18%	50%	41%	42%	28%	7%
	2022	31%	22%	38%	-	31%	39%	*	*	-	25%	29%	60%	38%	38%	28%	20%
At Masters Grade Level	2023	16%	11%	21%	*	11%	23%	*	-	*	20%	8%	33%	21%	21%	11%	0%
	2022	18%	12%	23%	-	29%	22%	*	*	-	0%	19%	40%	23%	22%	13%	20%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	68%	83%	-	85%	83%	*	*	-	75%	50%	100%	85%	79%	76%	93%
	2022	65%	59%	71%	*	67%	72%	-	*	-	73%	25%	75%	72%	66%	59%	50%
At Meets Grade Level or Above	2023	52%	47%	64%	-	56%	65%	*	*	-	67%	23%	86%	66%	58%	47%	57%
	2022	47%	40%	49%	*	51%	50%	-	*	-	55%	11%	50%	51%	43%	36%	30%
At Masters Grade Level	2023	13%	9%	16%	-	19%	16%	*	*	-	17%	5%	0%	16%	15%	9%	14%
	2022	11%	7%	8%	*	14%	8%	-	*	-	0%	0%	13%	9%	5%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	70%	81%	*	95%	80%	-	*	*	89%	34%	67%	82%	80%	75%	88%
	2022	72%	66%	76%	*	80%	77%	*	*	-	67%	31%	*	78%	69%	63%	60%
At Meets Grade Level or Above	2023	54%	49%	65%	*	77%	65%	-	*	*	56%	13%	33%	66%	62%	58%	38%
	2022	55%	49%	61%	*	50%	64%	*	*	-	42%	12%	*	65%	49%	49%	20%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	6%	9%	*	10%	9%	-	*	*	0%	0%	22%	10%	5%	6%	0%
	2022	9%	5%	6%	*	3%	7%	*	*	-	0%	0%	*	6%	6%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	77%	89%	*	83%	89%	*	*	-	89%	65%	100%	91%	82%	79%	93%
	2022	76%	68%	82%	*	85%	83%	*	*	-	88%	54%	100%	84%	79%	70%	33%
At Meets Grade Level or Above	2023	43%	36%	57%	*	55%	58%	*	*	-	67%	26%	83%	62%	41%	42%	50%
	2022	43%	35%	53%	*	58%	53%	*	*	-	25%	14%	43%	56%	41%	40%	0%
At Masters Grade Level	2023	23%	15%	25%	*	15%	26%	*	*	-	44%	7%	50%	28%	13%	16%	7%
	2022	27%	20%	30%	*	33%	30%	*	*	-	0%	4%	14%	32%	21%	22%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	94%	-	100%	94%	*	*	-	90%	76%	*	95%	93%	87%	100%
	2022	83%	79%	88%	*	89%	88%	-	*	-	100%	61%	100%	88%	88%	80%	75%
At Meets Grade Level or Above	2023	56%	49%	68%	-	57%	69%	*	*	-	90%	38%	*	68%	68%	54%	67%
	2022	55%	46%	62%	*	63%	64%	-	*	-	40%	19%	75%	64%	56%	48%	38%
At Masters Grade Level	2023	21%	13%	28%	-	23%	28%	*	*	-	50%	5%	*	29%	25%	20%	8%
	2022	21%	13%	21%	*	26%	21%	-	*	-	20%	0%	25%	22%	19%	16%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	89%	98%	*	96%	98%	-	*	-	100%	79%	*	99%	95%	94%	88%
	2022	89%	81%	97%	*	90%	98%	-	100%	-	100%	82%	*	97%	98%	97%	63%
At Meets Grade Level or Above	2023	70%	59%	83%	*	88%	82%	-	*	-	88%	21%	*	85%	74%	73%	63%
	2022	68%	56%	84%	*	80%	85%	-	100%	-	63%	54%	*	84%	86%	78%	63%
At Masters Grade Level	2023	38%	27%	46%	*	46%	47%	-	*	-	25%	0%	*	50%	35%	36%	13%
	2022	42%	30%	56%	*	45%	57%	-	80%	-	50%	11%	*	58%	50%	45%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	85%	97%	-	*	96%	-	*	-	*	-	-	96%	100%	*	-
	2022	92%	90%	100%	-	*	100%	-	*	-	*	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	61%	50%	79%	-	*	77%	-	*	-	*	-	-	79%	80%	*	-
	2022	64%	57%	90%	-	*	89%	-	*	-	*	-	-	93%	60%	75%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	4%	15%	-	*	12%	-	*	-	*	-	-	12%	40%	*	-
	2022	13%	4%	3%	-	*	4%	-	*	-	*	-	-	4%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	72%	82%	59%	82%	83%	71%	90%	56%	79%	49%	85%	83%	79%	73%	69%
	2022	74%	68%	81%	48%	79%	82%	70%	83%	*	80%	49%	88%	83%	77%	71%	62%
At Meets Grade Level or Above	2023	49%	42%	54%	24%	49%	56%	42%	61%	22%	55%	22%	49%	56%	49%	40%	30%
	2022	48%	40%	53%	15%	50%	54%	52%	60%	*	50%	24%	58%	55%	48%	40%	29%
At Masters Grade Level	2023	20%	14%	20%	14%	17%	21%	18%	29%	0%	19%	7%	23%	22%	16%	12%	6%
	2022	23%	17%	25%	8%	22%	25%	37%	36%	*	21%	10%	30%	26%	21%	16%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	73%	83%	67%	85%	83%	73%	94%	*	77%	44%	83%	83%	80%	73%	71%
	2022	75%	70%	80%	39%	79%	81%	64%	80%	*	76%	43%	88%	81%	77%	70%	66%
At Meets Grade Level or Above	2023	53%	47%	56%	25%	53%	57%	60%	59%	*	54%	21%	48%	57%	53%	42%	33%
	2022	53%	46%	55%	17%	54%	56%	55%	53%	*	51%	24%	55%	57%	50%	43%	28%
At Masters Grade Level	2023	20%	15%	19%	17%	17%	19%	33%	18%	*	14%	6%	21%	20%	16%	10%	5%
	2022	25%	20%	25%	11%	20%	26%	36%	27%	*	22%	9%	23%	26%	23%	17%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	80%	55%	78%	81%	79%	81%	*	76%	51%	85%	81%	76%	71%	66%
	2022	72%	65%	81%	47%	79%	82%	70%	86%	*	77%	51%	89%	83%	75%	69%	61%
At Meets Grade Level or Above	2023	45%	37%	49%	27%	42%	51%	36%	50%	*	50%	21%	48%	52%	41%	36%	22%
	2022	42%	34%	49%	13%	46%	49%	40%	57%	*	47%	20%	54%	50%	43%	34%	25%
At Masters Grade Level	2023	19%	12%	18%	9%	14%	18%	7%	38%	*	21%	9%	20%	19%	14%	12%	6%
	2022	20%	14%	20%	7%	22%	20%	20%	29%	*	18%	9%	29%	21%	18%	13%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	84%	*	83%	85%	71%	100%	*	83%	54%	94%	85%	82%	74%	79%
	2022	76%	69%	83%	60%	83%	84%	80%	67%	-	93%	57%	88%	85%	80%	74%	63%
At Meets Grade Level or Above	2023	47%	40%	58%	*	48%	59%	29%	86%	*	67%	28%	53%	60%	52%	43%	42%
	2022	47%	38%	54%	0%	51%	54%	60%	50%	-	57%	26%	65%	56%	47%	40%	29%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	12%	23%	*	18%	23%	14%	29%	*	27%	5%	29%	25%	16%	13%	6%
	2022	21%	13%	23%	0%	22%	23%	60%	33%	-	21%	9%	35%	25%	17%	14%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	73%	85%	*	78%	87%	*	*	*	89%	54%	80%	87%	80%	78%	59%
	2022	75%	67%	86%	*	71%	87%	*	100%	-	88%	69%	88%	87%	81%	80%	56%
At Meets Grade Level or Above	2023	52%	43%	60%	*	51%	62%	*	*	*	56%	19%	50%	61%	57%	47%	27%
	2022	50%	39%	61%	*	49%	63%	*	86%	-	44%	41%	75%	62%	58%	52%	39%
At Masters Grade Level	2023	27%	19%	33%	*	25%	34%	*	*	*	22%	5%	40%	34%	27%	22%	5%
	2022	30%	21%	40%	*	35%	40%	*	71%	-	25%	15%	63%	41%	33%	28%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	30%	38%	-	30%	39%	*	*	-	38%	22%	33%	41%	29%	30%	0%
	2022	36%	28%	43%	*	35%	44%	*	*	-	44%	14%	*	42%	50%	33%	43%
Reading and Mathematics Including EOC	2023	37%	30%	38%	-	30%	39%	*	*	-	38%	22%	33%	41%	29%	30%	0%
	2022	36%	28%	43%	*	35%	44%	*	*	-	44%	14%	*	42%	50%	33%	43%
Reading Including EOC	2023	50%	45%	52%	-	45%	53%	*	*	-	38%	31%	56%	52%	52%	42%	11%
	2022	51%	44%	62%	*	65%	62%	*	*	-	56%	33%	*	60%	69%	54%	57%
Math Including EOC	2023	45%	38%	47%	-	36%	48%	*	*	-	50%	29%	56%	51%	32%	36%	0%
	2022	43%	35%	50%	*	52%	51%	*	*	-	44%	26%	*	50%	55%	39%	57%
4th Graders																	
Reading and Mathematics	2023	38%	29%	30%	*	15%	31%	*	*	-	33%	8%	*	30%	31%	26%	25%
	2022	36%	29%	40%	*	42%	40%	*	*	-	50%	14%	57%	38%	43%	26%	0%
Reading and Mathematics Including EOC	2023	38%	29%	30%	*	15%	31%	*	*	-	33%	8%	*	30%	31%	26%	25%
	2022	36%	29%	40%	*	42%	40%	*	*	-	50%	14%	57%	38%	43%	26%	0%
Reading Including EOC	2023	48%	39%	41%	*	23%	44%	*	*	-	33%	13%	*	41%	43%	33%	25%
	2022	54%	47%	55%	*	53%	56%	*	*	-	50%	27%	71%	57%	49%	41%	20%
Math Including EOC	2023	48%	39%	43%	*	38%	43%	*	*	-	44%	19%	*	43%	43%	35%	38%
	2022	43%	36%	51%	*	53%	51%	*	*	-	60%	18%	86%	49%	56%	31%	40%
5th Graders																	
Reading and Mathematics	2023	43%	34%	40%	*	44%	40%	*	*	-	30%	14%	29%	42%	38%	21%	29%
	2022	41%	31%	40%	*	31%	40%	*	*	-	30%	23%	*	42%	33%	20%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	34%	40%	*	44%	40%	*	*	-	30%	14%	29%	42%	38%	21%	29%
	2022	41%	31%	40%	*	31%	40%	*	*	-	30%	23%	*	42%	33%	20%	0%
Reading Including EOC	2023	57%	48%	51%	*	49%	50%	*	*	-	60%	18%	29%	51%	51%	33%	43%
	2022	58%	50%	59%	*	56%	60%	*	*	-	40%	39%	*	60%	54%	40%	17%
Math Including EOC	2023	51%	43%	52%	*	54%	52%	*	*	-	40%	22%	43%	54%	46%	33%	29%
	2022	48%	38%	45%	*	41%	46%	*	*	-	50%	25%	*	49%	37%	28%	0%
6th Graders																	
Reading and Mathematics	2023	35%	26%	30%	*	22%	31%	*	*	*	43%	17%	50%	33%	22%	17%	0%
	2022	31%	24%	32%	*	33%	32%	-	*	*	*	10%	14%	33%	28%	22%	20%
Reading and Mathematics Including EOC	2023	35%	26%	30%	*	22%	31%	*	*	*	43%	17%	50%	33%	22%	17%	0%
	2022	31%	24%	32%	*	33%	32%	-	*	*	*	10%	14%	33%	28%	22%	20%
Reading Including EOC	2023	52%	45%	52%	*	46%	54%	*	*	*	43%	32%	67%	55%	43%	34%	20%
	2022	43%	37%	43%	*	67%	41%	-	*	*	*	15%	29%	45%	39%	35%	20%
Math Including EOC	2023	40%	31%	38%	*	32%	39%	*	*	*	57%	17%	67%	41%	30%	27%	10%
	2022	40%	32%	44%	*	37%	45%	-	*	*	*	15%	43%	44%	43%	34%	20%
7th Graders																	
Reading and Mathematics	2023	37%	30%	40%	*	39%	41%	*	*	*	33%	13%	33%	42%	35%	20%	0%
	2022	32%	25%	43%	*	29%	46%	*	-	-	30%	20%	*	46%	37%	26%	0%
Reading and Mathematics Including EOC	2023	38%	31%	40%	*	39%	41%	*	*	*	33%	13%	33%	42%	35%	20%	0%
	2022	33%	25%	43%	*	29%	46%	*	-	-	30%	20%	*	46%	37%	26%	0%
Reading Including EOC	2023	55%	49%	54%	*	61%	53%	*	*	*	67%	15%	33%	54%	53%	37%	0%
	2022	56%	50%	60%	*	45%	63%	*	-	-	60%	30%	*	60%	61%	47%	18%
Math Including EOC	2023	43%	35%	49%	*	48%	50%	*	*	*	33%	17%	33%	51%	43%	35%	17%
	2022	37%	29%	50%	*	39%	53%	*	-	-	30%	20%	*	53%	41%	32%	9%
8th Graders																	
Reading and Mathematics	2023	31%	27%	37%	*	16%	41%	*	-	*	30%	13%	*	38%	33%	24%	0%
	2022	27%	21%	26%	-	30%	25%	-	*	-	50%	26%	*	28%	22%	25%	20%
Reading and Mathematics Including EOC	2023	44%	35%	49%	*	30%	52%	*	-	*	30%	15%	33%	52%	36%	29%	7%
	2022	41%	30%	37%	-	40%	36%	*	*	-	50%	26%	40%	39%	33%	29%	20%
Reading Including EOC	2023	58%	52%	66%	*	59%	67%	*	-	*	60%	25%	67%	67%	60%	47%	43%
	2022	58%	51%	55%	-	54%	55%	*	*	-	63%	29%	60%	58%	47%	42%	40%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	42%	59%	*	35%	64%	*	-	*	40%	23%	50%	63%	49%	43%	14%
	2022	48%	36%	47%	-	43%	47%	*	*	-	63%	29%	40%	49%	42%	38%	40%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	29%	36%	20%	29%	37%	42%	42%	*	34%	15%	30%	37%	32%	23%	8%
	2022	34%	27%	38%	17%	34%	38%	33%	40%	*	41%	17%	39%	38%	35%	26%	14%
Reading and Mathematics Including EOC	2023	39%	31%	38%	20%	31%	39%	42%	42%	*	34%	15%	33%	40%	32%	24%	9%
	2022	36%	28%	39%	17%	35%	40%	40%	45%	*	41%	17%	41%	40%	36%	26%	14%
Reading Including EOC	2023	53%	47%	53%	30%	48%	54%	58%	58%	*	50%	22%	45%	54%	51%	38%	26%
	2022	53%	46%	56%	25%	56%	56%	50%	64%	*	53%	28%	55%	57%	52%	43%	30%
Math Including EOC	2023	47%	38%	48%	30%	41%	50%	42%	42%	*	44%	21%	45%	51%	41%	35%	17%
	2022	43%	34%	48%	17%	44%	49%	40%	55%	*	49%	22%	59%	49%	45%	33%	27%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	51%	37%	*	18%	39%	*	*	-	22%	14%	*	37%	39%	36%	6%
Grade 4 Mathematics	2023	63%	58%	52%	*	40%	53%	*	*	-	56%	37%	*	51%	55%	54%	56%
Grade 5 ELA/Reading	2023	65%	61%	60%	*	45%	62%	*	*	-	56%	40%	50%	60%	58%	50%	20%
Grade 5 Mathematics	2023	71%	67%	66%	*	60%	67%	*	*	-	56%	64%	64%	69%	58%	61%	50%
Grade 6 ELA/Reading	2023	51%	47%	52%	*	46%	52%	*	*	-	50%	53%	67%	54%	45%	49%	45%
Grade 6 Mathematics	2023	54%	53%	54%	*	49%	55%	*	*	-	57%	55%	75%	56%	49%	52%	50%
Grade 7 ELA/Reading	2023	71%	70%	70%	*	67%	70%	-	*	*	70%	48%	58%	69%	72%	63%	50%
Grade 7 Mathematics	2023	56%	54%	63%	*	68%	62%	-	*	*	70%	47%	42%	62%	67%	63%	58%
Grade 8 ELA/Reading	2023	63%	60%	66%	*	67%	65%	*	-	-	85%	50%	83%	68%	61%	57%	54%
Grade 8 Mathematics	2023	74%	72%	77%	*	75%	78%	*	-	-	65%	56%	*	78%	74%	74%	65%
End of Course English I	2023	57%	54%	69%	-	75%	68%	*	*	-	72%	41%	*	68%	71%	64%	94%
End of Course English II	2023	74%	75%	82%	*	85%	82%	-	*	*	86%	56%	100%	83%	82%	84%	90%
End of Course Algebra I	2023	76%	73%	78%	-	80%	77%	*	*	-	88%	78%	100%	77%	78%	80%	100%
All Grades Both Subjects	2023	64%	61%	64%	64%	60%	64%	71%	75%	*	63%	49%	66%	64%	62%	60%	58%
All Grades ELA/Reading	2023	63%	60%	63%	77%	59%	63%	73%	73%	*	63%	43%	66%	63%	61%	57%	52%
All Grades Mathematics	2023	66%	63%	65%	50%	63%	65%	70%	77%	*	65%	55%	66%	65%	63%	64%	65%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	37%	-	-	41%	-	-	-	*	15%	-	34%	50%	29%	-
Grade 4 Mathematics	2023	27%	24%	13%	*	*	13%	-	-	-	*	11%	-	16%	0%	13%	*
Grade 5 ELA/Reading	2023	37%	35%	47%	*	22%	51%	*	-	-	*	28%	*	46%	50%	40%	*
Grade 5 Mathematics	2023	48%	45%	39%	*	25%	44%	*	-	-	*	30%	*	37%	47%	34%	*
Grade 6 ELA/Reading	2023	26%	23%	29%	*	60%	26%	*	*	-	*	11%	-	32%	23%	20%	*
Grade 6 Mathematics	2023	35%	32%	43%	-	38%	43%	-	-	-	-	32%	*	40%	48%	36%	33%
Grade 7 ELA/Reading	2023	39%	40%	35%	*	71%	32%	-	*	-	-	6%	*	35%	35%	29%	*
Grade 7 Mathematics	2023	22%	20%	31%	*	80%	25%	-	*	-	-	10%	*	30%	33%	27%	*
Grade 8 ELA/Reading	2023	39%	40%	45%	-	50%	41%	*	-	-	*	30%	-	40%	63%	42%	33%
Grade 8 Mathematics	2023	49%	47%	56%	-	50%	58%	*	-	-	*	32%	*	53%	62%	56%	29%
End of Course English I	2023	26%	26%	51%	-	60%	52%	-	-	-	*	29%	-	55%	40%	55%	-
End of Course English II	2023	41%	43%	54%	-	67%	51%	-	*	-	*	30%	*	53%	58%	55%	*
End of Course Algebra I	2023	58%	60%	69%	-	56%	70%	-	*	-	*	67%	*	67%	73%	64%	*
All Grades Both Subjects	2023	38%	36%	43%	14%	49%	42%	43%	80%	-	43%	24%	44%	41%	47%	38%	42%
All Grades ELA/Reading	2023	35%	35%	43%	*	53%	42%	*	*	-	40%	21%	38%	43%	44%	38%	47%
All Grades Mathematics	2023	40%	38%	43%	*	46%	42%	*	*	-	45%	28%	50%	39%	50%	38%	37%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	72%	82%	-	-	-	-	-	-	65%	-	65%	-	100%	83%	67%	100%
	2022	74%	68%	81%	-	-	-	-	-	-	59%	-	59%	-	80%	82%	60%	87%
At Meets Grade Level or Above	2023	49%	42%	54%	-	-	-	-	-	-	24%	-	24%	-	71%	55%	26%	88%
	2022	48%	40%	53%	-	-	-	-	-	-	23%	-	23%	-	40%	54%	23%	72%
At Masters Grade Level	2023	20%	14%	20%	-	-	-	-	-	-	3%	-	3%	-	0%	21%	3%	41%
	2022	23%	17%	25%	-	-	-	-	-	-	5%	-	5%	-	0%	25%	4%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	73%	83%	-	-	-	-	-	-	68%	-	68%	-	*	83%	69%	100%
	2022	75%	70%	80%	-	-	-	-	-	-	61%	-	61%	-	*	80%	63%	100%
At Meets Grade Level or Above	2023	53%	47%	56%	-	-	-	-	-	-	26%	-	26%	-	*	57%	28%	100%
	2022	53%	46%	55%	-	-	-	-	-	-	23%	-	23%	-	*	56%	22%	93%
At Masters Grade Level	2023	20%	15%	19%	-	-	-	-	-	-	1%	-	1%	-	*	19%	1%	42%
	2022	25%	20%	25%	-	-	-	-	-	-	5%	-	5%	-	*	26%	5%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	70%	80%	-	-	-	-	-	-	62%	-	62%	-	*	80%	63%	100%
	2022	72%	65%	81%	-	-	-	-	-	-	57%	-	57%	-	*	82%	57%	100%
At Meets Grade Level or Above	2023	45%	37%	49%	-	-	-	-	-	-	18%	-	18%	-	*	50%	19%	75%
	2022	42%	34%	49%	-	-	-	-	-	-	23%	-	23%	-	*	49%	24%	60%
At Masters Grade Level	2023	19%	12%	18%	-	-	-	-	-	-	5%	-	5%	-	*	18%	5%	25%
	2022	20%	14%	20%	-	-	-	-	-	-	7%	-	7%	-	*	21%	7%	40%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	84%	-	-	-	-	-	-	75%	-	75%	-	*	84%	76%	100%
	2022	76%	69%	83%	-	-	-	-	-	-	61%	-	61%	-	*	84%	63%	80%
At Meets Grade Level or Above	2023	47%	40%	58%	-	-	-	-	-	-	36%	-	36%	-	*	59%	38%	75%
	2022	47%	38%	54%	-	-	-	-	-	-	17%	-	17%	-	*	54%	21%	70%
At Masters Grade Level	2023	18%	12%	23%	-	-	-	-	-	-	4%	-	4%	-	*	23%	3%	38%
	2022	21%	13%	23%	-	-	-	-	-	-	0%	-	0%	-	*	24%	0%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	73%	85%	-	-	-	-	-	-	55%	-	55%	-	*	86%	57%	*
	2022	75%	67%	86%	-	-	-	-	-	-	54%	-	54%	-	-	87%	54%	69%
At Meets Grade Level or Above	2023	52%	43%	60%	-	-	-	-	-	-	20%	-	20%	-	*	61%	24%	*
	2022	50%	39%	61%	-	-	-	-	-	-	31%	-	31%	-	-	62%	31%	62%
At Masters Grade Level	2023	27%	19%	33%	-	-	-	-	-	-	5%	-	5%	-	*	33%	5%	*
	2022	30%	21%	40%	-	-	-	-	-	-	0%	-	0%	-	-	40%	0%	62%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	61%	64%	-	-	-	-	-	-	54%	-	54%	-	*	64%	55%	85%
All Grades ELA/Reading	2023	63%	60%	63%	-	-	-	-	-	-	47%	-	47%	-	*	63%	47%	92%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	School Year	State	Region 05	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	63%	65%	-	-	-	-	-	-	62%	-	62%	-	*	65%	63%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	36%	43%	-	-	-	-	-	-	42%	-	42%	-	-	43%	42%	-
All Grades ELA/Reading	2023	35%	35%	43%	-	-	-	-	-	-	47%	-	47%	-	-	43%	47%	-
All Grades Mathematics	2023	40%	38%	43%	-	-	-	-	-	-	37%	-	37%	-	-	43%	37%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	95%	73%	94%	96%	100%	93%	90%	89%	94%	97%	98%	87%	91%	88%
Not Included in Accountability: Mobile	4%	4%	4%	28%	5%	3%	0%	5%	10%	11%	5%	3%	1%	12%	8%	8%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	93%	95%	75%	92%	96%	100%	89%	80%	88%	94%	95%	98%	87%	92%	83%
Not Included in Accountability: Mobile	4%	4%	4%	25%	5%	3%	0%	5%	20%	12%	4%	5%	1%	12%	7%	8%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	2%	0%	0%	5%	0%	0%	1%	0%	0%	0%	1%	10%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	95%	85%	95%	96%	100%	94%	*	89%	95%	100%	98%	87%	92%	89%
Not Included in Accountability: Mobile	5%	5%	4%	15%	5%	3%	0%	6%	*	11%	5%	0%	1%	13%	8%	11%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	95%	60%	95%	96%	100%	100%	*	94%	94%	100%	98%	88%	90%	94%
Not Included in Accountability: Mobile	4%	4%	4%	40%	5%	4%	0%	0%	*	6%	6%	0%	2%	11%	9%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	99%	100%	100%	99%	*	*	*	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	95%	50%	95%	95%	*	*	*	90%	89%	91%	98%	85%	88%	96%
Not Included in Accountability: Mobile	4%	4%	5%	50%	5%	4%	*	*	*	10%	8%	9%	1%	14%	11%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	0%	1%	*	*	*	0%	3%	0%	1%	1%	1%	0%
Absent	1%	2%	0%	0%	0%	1%	*	*	*	0%	2%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	2%	0%	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	92%	94%	-	*	93%	-	*	-	*	-	-	95%	83%	80%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	100%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	93%	93%	96%	100%	94%	96%	100%	82%	40%	92%	94%	92%	98%	89%	96%	90%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	3%	0%	8%	60%	8%	5%	7%	1%	10%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	100%	*	100%	99%	98%	99%	99%	99%	100%
Included in Accountability	92%	93%	95%	100%	94%	96%	100%	71%	*	93%	94%	89%	98%	88%	96%	84%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	3%	0%	5%	*	8%	5%	9%	1%	10%	3%	7%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	0%	24%	*	0%	0%	0%	0%	0%	0%	9%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	1%	2%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	1%	2%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	*	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	96%	100%	94%	97%	100%	93%	*	92%	95%	92%	98%	90%	97%	93%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	3%	0%	7%	*	8%	4%	8%	2%	9%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	99%	100%	99%	100%	100%	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	96%	100%	95%	96%	100%	86%	*	93%	93%	100%	98%	89%	96%	96%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	3%	0%	14%	*	7%	6%	0%	1%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	*	100%	99%	*	100%	-	95%	97%	100%	100%	97%	99%	100%
Included in Accountability	94%	94%	97%	*	98%	97%	*	88%	-	84%	92%	89%	99%	88%	96%	95%
Not Included in Accountability: Mobile	4%	4%	2%	*	2%	2%	*	13%	-	11%	5%	11%	0%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	*	0%	1%	*	0%	-	5%	3%	0%	0%	3%	1%	0%
Absent	1%	2%	1%	*	0%	1%	*	0%	-	5%	2%	0%	0%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	*	0%	-	0%	2%	0%	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	100%	-	*	100%	-	*	-	*	-	-	100%	100%	100%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.6%	93.4%	89.8%	93.9%	93.4%	94.2%	96.1%	*	94.3%	91.7%	91.3%	94.0%
2020-21	95.0%	92.9%	95.2%	91.9%	94.5%	95.3%	96.0%	96.9%	*	95.7%	93.6%	93.5%	94.7%
Chronic Absenteeism													
2021-22	25.7%	28.8%	19.4%	48.0%	17.1%	19.7%	11.8%	10.3%	*	16.7%	28.0%	30.6%	15.6%
2020-21	15.0%	22.1%	12.7%	33.3%	18.2%	12.1%	5.3%	7.1%	*	10.4%	19.0%	21.0%	16.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	1.0%	0.2%	*	0.0%	0.2%	*	*	-	0.0%	1.3%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.8%	0.5%	0.0%	0.8%	0.5%	*	0.0%	*	0.0%	1.5%	1.5%	0.0%
2020-21	2.4%	2.8%	0.6%	0.0%	0.7%	0.5%	20.0%	0.0%	-	0.0%	3.2%	1.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.1%	98.5%	*	100.0%	98.7%	*	*	-	80.0%	94.1%	96.2%	*
Received TxCHSE	0.3%	0.1%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.5%	1.8%	0.7%	*	0.0%	0.4%	*	*	-	20.0%	5.9%	2.6%	*
Dropped Out	6.4%	7.0%	0.7%	*	0.0%	0.8%	*	*	-	0.0%	0.0%	1.3%	*
Graduates and TxCHSE	90.0%	91.3%	98.5%	*	100.0%	98.7%	*	*	-	80.0%	94.1%	96.2%	*
Graduates, TxCHSE, and Continuers	93.6%	93.0%	99.3%	*	100.0%	99.2%	*	*	-	100.0%	100.0%	98.7%	*
Class of 2021													
Graduated	90.0%	89.9%	98.0%	*	97.2%	98.0%	*	*	-	*	100.0%	92.6%	*
Received TxCHSE	0.3%	0.2%	0.3%	*	0.0%	0.4%	*	*	-	*	0.0%	1.2%	*
Continued HS	3.9%	3.1%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	5.8%	6.8%	1.7%	*	2.8%	1.6%	*	*	-	*	0.0%	6.2%	*
Graduates and TxCHSE	90.3%	90.1%	98.3%	*	97.2%	98.4%	*	*	-	*	100.0%	93.8%	*
Graduates, TxCHSE, and Continuers	94.2%	93.2%	98.3%	*	97.2%	98.4%	*	*	-	*	100.0%	93.8%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.6%	98.0%	*	97.2%	98.0%	*	*	-	*	100.0%	92.6%	*
Received TxCHSE	0.4%	0.3%	0.3%	*	0.0%	0.4%	*	*	-	*	0.0%	1.2%	*
Continued HS	1.0%	0.8%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	7.3%	1.7%	*	2.8%	1.6%	*	*	-	*	0.0%	6.2%	*
Graduates and TxCHSE	92.7%	91.9%	98.3%	*	97.2%	98.4%	*	*	-	*	100.0%	93.8%	*
Graduates, TxCHSE, and Continuers	93.7%	92.7%	98.3%	*	97.2%	98.4%	*	*	-	*	100.0%	93.8%	*

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	91.6%	95.9%	*	96.6%	96.3%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
Received TxCHSE	0.5%	0.3%	0.4%	*	0.0%	0.5%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.6%	0.0%	*	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	7.4%	3.7%	*	3.4%	3.2%	0.0%	0.0%	-	11.1%	9.5%	13.3%	*
Graduates and TxCHSE	92.7%	92.0%	96.3%	*	96.6%	96.8%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
Graduates, TxCHSE, and Continuers	93.8%	92.6%	96.3%	*	96.6%	96.8%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.9%	95.9%	*	96.6%	96.3%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
Received TxCHSE	0.5%	0.4%	0.4%	*	0.0%	0.5%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	0.5%	0.4%	0.0%	*	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	7.3%	3.7%	*	3.4%	3.2%	0.0%	0.0%	-	11.1%	9.5%	13.3%	*
Graduates and TxCHSE	93.2%	92.3%	96.3%	*	96.6%	96.8%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
Graduates, TxCHSE, and Continuers	93.8%	92.7%	96.3%	*	96.6%	96.8%	100.0%	100.0%	-	88.9%	90.5%	86.7%	*
Class of 2019													
Graduated	92.6%	92.1%	93.6%	*	80.0%	94.3%	*	*	-	*	76.5%	81.3%	*
Received TxCHSE	0.6%	0.3%	0.8%	*	6.7%	0.4%	*	*	-	*	0.0%	1.6%	*
Continued HS	0.6%	0.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	7.2%	5.7%	*	13.3%	5.3%	*	*	-	*	23.5%	17.2%	*
Graduates and TxCHSE	93.2%	92.4%	94.3%	*	86.7%	94.7%	*	*	-	*	76.5%	82.8%	*
Graduates, TxCHSE, and Continuers	93.8%	92.8%	94.3%	*	86.7%	94.7%	*	*	-	*	76.5%	82.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.1%	97.8%	*	100.0%	97.9%	*	*	-	80.0%	85.0%	93.9%	*
Class of 2021	90.0%	89.9%	96.7%	*	97.2%	96.4%	*	*	-	*	89.3%	89.3%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	98.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.2%	5.2%	*	8.0%	5.1%	*	*	-	*	25.0%	10.7%	*
Class of 2021	3.8%	14.2%	4.5%	*	5.7%	4.5%	*	*	-	*	12.0%	4.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	77.4%	82.5%	*	76.0%	83.8%	*	*	-	*	18.8%	62.7%	*
Class of 2021	81.9%	68.7%	79.6%	*	71.4%	80.6%	*	*	-	*	28.0%	62.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	85.6%	87.7%	*	84.0%	88.9%	*	*	-	*	43.8%	73.3%	*
Class of 2021	85.7%	83.8%	84.1%	*	77.1%	85.1%	*	*	-	*	40.0%	66.7%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	*	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	91.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	8.5%	5.1%	*	8.0%	5.1%	*	*	-	*	22.2%	10.4%	*
2020-21	3.8%	14.3%	4.5%	*	5.7%	4.5%	*	*	-	*	10.7%	3.9%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.9%	81.6%	*	76.0%	82.7%	*	*	-	*	16.7%	61.0%	*
2020-21	80.4%	67.6%	79.1%	*	71.4%	80.3%	*	*	-	*	25.0%	61.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	84.4%	86.8%	*	84.0%	87.8%	*	*	-	*	38.9%	71.4%	*
2020-21	84.1%	82.4%	83.6%	*	77.1%	84.8%	*	*	-	*	35.7%	64.9%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	272	100.0%	368,686	100.0%
By Ethnicity:				
African American	1	0.4%	45,227	12.3%
Hispanic	25	9.2%	191,125	51.8%
White	237	87.1%	103,171	28.0%
American Indian	1	0.4%	1,159	0.3%
Asian	4	1.5%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	4	1.5%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	36	13.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	14	5.1%	14,179	3.8%
Foundation H.S. Program (DLA)	222	81.6%	302,917	82.2%
Special Education Graduates	18	6.6%	32,447	8.8%
Economically Disadvantaged Graduates	77	28.3%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	1.5%	40,398	11.0%
At-Risk Graduates	129	47.4%	159,689	43.3%
CTE Completers	95	34.9%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	56.5%	57.4%	*	68.0%	56.5%	*	*	-	*	50.0%	35.1%	*
2020-21	65.2%	51.4%	57.2%	*	42.9%	59.0%	*	*	-	*	82.1%	44.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	37.3%	44.9%	*	36.0%	46.0%	*	*	-	*	0.0%	20.8%	*
2020-21	52.7%	34.8%	38.7%	*	28.6%	39.3%	*	*	-	*	3.6%	16.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	42.9%	56.3%	*	48.0%	57.4%	*	*	-	*	0.0%	33.8%	*
2020-21	56.1%	40.0%	50.3%	*	37.1%	52.0%	*	*	-	*	3.6%	31.2%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	28.4%	37.9%	*	28.0%	38.4%	*	*	-	*	0.0%	15.6%	*
2020-21	45.7%	26.1%	33.2%	*	17.1%	34.4%	*	*	-	*	3.6%	13.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	26.0%	36.4%	*	28.0%	37.1%	*	*	-	*	0.0%	15.6%	*
2020-21	40.4%	23.4%	31.2%	*	17.1%	32.0%	*	*	-	*	3.6%	13.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	5.2%	5.5%	*	8.0%	5.1%	*	*	-	*	0.0%	1.3%	*
2020-21	21.3%	4.9%	10.3%	*	2.9%	11.1%	*	*	-	*	0.0%	2.6%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.7%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2020-21	2.6%	2.5%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	25.5%	30.5%	*	12.0%	33.3%	*	*	-	*	0.0%	13.0%	*
2020-21	25.9%	24.7%	19.5%	*	14.3%	20.1%	*	*	-	*	0.0%	6.5%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.8%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2020-21	4.4%	0.6%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	28.7%	24.6%	*	44.0%	22.8%	*	*	-	*	50.0%	22.1%	*
2020-21	24.2%	24.1%	25.3%	*	25.7%	25.8%	*	*	-	*	82.1%	29.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	22.5%	21.3%	*	40.0%	19.8%	*	*	-	*	0.0%	18.2%	*

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.6%	19.2%	*	22.9%	19.3%	*	*	-	*	17.9%	15.6%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	2.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2020-21	0.7%	2.2%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.4%	0.7%	*	0.0%	0.4%	*	*	-	*	11.1%	1.3%	*
2020-21	2.4%	3.4%	3.4%	*	2.9%	3.7%	*	*	-	*	35.7%	7.8%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.6%	2.6%	*	4.0%	2.5%	*	*	-	*	38.9%	2.6%	*
2020-21	4.4%	3.8%	3.4%	*	0.0%	3.7%	*	*	-	*	35.7%	7.8%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	18.3%	5.5%	*	4.0%	5.5%	*	*	-	*	0.0%	1.3%	*
	2020-21	25.9%	18.2%	15.4%	*	14.3%	16.0%	*	*	-	*	0.0%	5.2%	*
Mathematics	2021-22	18.7%	13.8%	6.3%	*	12.0%	5.9%	*	*	-	*	0.0%	2.6%	*
	2020-21	19.4%	12.6%	12.7%	*	8.6%	13.1%	*	*	-	*	0.0%	1.3%	*
Both Subjects	2021-22	12.6%	9.0%	1.1%	*	4.0%	0.8%	*	*	-	*	0.0%	0.0%	*
	2020-21	14.4%	8.7%	8.6%	*	5.7%	9.0%	*	*	-	*	0.0%	1.3%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	3.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
	2020-21	8.6%	1.2%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	3.3%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
	2020-21	10.3%	2.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Both Subjects	2021-22	7.5%	2.1%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
	2020-21	4.9%	0.6%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	8.6%	7.3%	*	6.0%	7.4%	*	0.0%	-	20.0%	0.0%	1.6%	0.0%
	2021	21.1%	6.2%	5.4%	*	2.9%	5.8%	*	0.0%	-	16.7%	0.0%	1.2%	0.0%
English Language Arts	2022	13.2%	5.1%	5.2%	*	4.0%	5.2%	*	0.0%	-	20.0%	0.0%	1.6%	0.0%
	2021	12.1%	3.4%	4.1%	*	1.4%	4.4%	*	0.0%	-	16.7%	0.0%	1.2%	0.0%
Mathematics	2022	6.9%	2.1%	1.1%	*	2.0%	1.1%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	1.2%	0.3%	*	0.0%	0.4%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	2.2%	1.3%	*	2.0%	1.3%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
	2021	8.7%	1.7%	1.3%	*	1.4%	1.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	4.0%	2.1%	*	2.0%	2.2%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
	2021	11.6%	2.6%	1.1%	*	0.0%	1.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	36.5%	57.8%	-	*	57.5%	-	-	-	*	-	*	-
	2021	48.6%	31.7%	51.5%	-	*	50.0%	-	-	-	*	-	*	-
English Language Arts	2022	53.2%	35.0%	75.0%	-	*	75.0%	-	-	-	*	-	*	-
	2021	42.7%	29.1%	56.0%	-	*	52.2%	-	-	-	*	-	*	-
Mathematics	2022	50.4%	26.4%	0.0%	-	*	0.0%	-	-	-	-	-	-	-
	2021	49.4%	37.4%	*	-	-	*	-	-	-	-	-	-	-
Science	2022	44.7%	21.3%	25.0%	-	*	28.6%	-	-	-	-	-	*	-
	2021	41.4%	25.0%	37.5%	-	*	42.9%	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	22.4%	15.4%	-	*	16.7%	-	-	-	-	-	*	-
	2021	42.2%	21.4%	14.3%	-	-	14.3%	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	57.7%	77.2%	*	88.0%	76.8%	*	*	-	*	50.0%	58.4%	*
	2020-21	70.8%	55.2%	65.8%	*	51.4%	68.0%	*	*	-	*	21.4%	44.2%	*
At/Above Criterion for All Examinees	2021-22	32.1%	26.8%	41.4%	-	18.2%	44.0%	-	*	-	*	0.0%	24.4%	*
	2020-21	32.9%	26.9%	35.9%	-	22.2%	35.5%	*	*	-	*	16.7%	26.5%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	986	1043	-	969	1052	-	*	-	*	781	993	*
	2020-21	1002	982	1031	-	932	1038	1035	1038	-	1310	830	972	1050
English Language Arts and Writing	2021-22	506	501	531	-	494	536	-	*	-	*	408	503	*
	2020-21	504	500	523	-	471	528	515	515	-	650	415	495	500
Mathematics	2021-22	496	485	512	-	475	516	-	*	-	*	373	491	*
	2020-21	498	482	508	-	462	511	520	523	-	660	415	477	550
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.4	24.2	-	*	24.2	-	-	-	-	-	-	-
	2020-21	20.0	19.3	22.2	-	18.5	22.5	-	-	-	-	-	21.0	-
English Language Arts	2021-22	19.2	19.2	24.0	-	*	24.0	-	-	-	-	-	-	-
	2020-21	19.6	19.0	22.3	-	16.3	22.8	-	-	-	-	-	22.0	-
Mathematics	2021-22	19.3	18.9	23.8	-	*	23.9	-	-	-	-	-	-	-
	2020-21	19.9	19.2	21.8	-	20.5	21.9	-	-	-	-	-	24.0	-
Science	2021-22	19.8	19.7	24.6	-	*	24.8	-	-	-	-	-	-	-
	2020-21	20.3	19.6	22.0	-	20.5	22.1	-	-	-	-	-	16.0	-

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	35.8%	45.8%	33.3%	39.3%	46.4%	*	54.5%	*	44.4%	23.5%	34.0%	33.3%
	2020-21	42.5%	33.0%	40.6%	11.1%	34.6%	41.6%	40.0%	57.1%	-	30.4%	22.4%	24.5%	28.6%
English Language Arts	2021-22	16.6%	12.6%	17.7%	16.7%	4.6%	19.3%	*	27.3%	*	7.4%	0.0%	6.2%	0.0%
	2020-21	16.3%	12.2%	15.1%	0.0%	9.2%	16.0%	20.0%	14.3%	-	9.1%	1.0%	4.7%	0.0%
Mathematics	2021-22	19.9%	18.8%	26.9%	16.7%	21.1%	27.7%	*	36.4%	*	19.2%	12.8%	19.1%	8.3%
	2020-21	19.3%	17.9%	26.2%	11.1%	24.1%	26.3%	*	50.0%	-	18.2%	13.3%	17.5%	21.1%
Science	2021-22	21.1%	18.6%	25.9%	20.0%	21.7%	26.8%	*	27.3%	*	12.0%	13.6%	22.0%	16.7%
	2020-21	20.6%	17.0%	24.1%	11.1%	25.0%	24.0%	*	42.9%	-	13.6%	15.2%	16.6%	25.0%
Social Studies	2021-22	22.8%	14.2%	14.5%	16.7%	10.1%	15.0%	*	9.1%	*	11.1%	0.0%	6.8%	0.0%
	2020-21	22.8%	14.5%	26.0%	0.0%	12.6%	27.1%	*	30.8%	-	50.0%	0.0%	7.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	45.9%	51.7%	*	40.0%	53.3%	*	*	-	*	10.7%	27.3%	*
	2019-20	46.1%	45.7%	55.0%	*	53.6%	55.6%	80.0%	80.0%	-	25.0%	8.3%	38.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,185	100.0%	5,504,150	100.0%	4,195	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	15	0.4%	17,201	0.3%	19	0.5%	25,110	0.5%
Pre-Kindergarten	90	2.2%	243,493	4.4%	90	2.1%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	90	2.2%	203,294	3.7%	90	2.1%	203,749	3.7%
Kindergarten	283	6.8%	367,180	6.7%	283	6.7%	367,633	6.7%
Grade 1	321	7.7%	399,048	7.2%	321	7.7%	399,419	7.2%
Grade 2	344	8.2%	395,639	7.2%	344	8.2%	395,969	7.2%
Grade 3	317	7.6%	393,583	7.2%	317	7.6%	393,871	7.1%
Grade 4	300	7.2%	393,765	7.2%	300	7.2%	394,020	7.1%
Grade 5	321	7.7%	395,111	7.2%	322	7.7%	395,384	7.2%
Grade 6	304	7.3%	399,341	7.3%	304	7.2%	399,557	7.2%
Grade 7	330	7.9%	409,362	7.4%	330	7.9%	409,566	7.4%
Grade 8	336	8.0%	425,589	7.7%	336	8.0%	425,758	7.7%
Grade 9	336	8.0%	477,875	8.7%	336	8.0%	478,101	8.7%
Grade 10	314	7.5%	436,752	7.9%	315	7.5%	437,002	7.9%
Grade 11	261	6.2%	385,894	7.0%	262	6.2%	386,246	7.0%
Grade 12	313	7.5%	364,317	6.6%	316	7.5%	366,512	6.6%
Ethnic Distribution:								
African American	22	0.5%	705,310	12.8%	22	0.5%	706,775	12.8%
Hispanic	478	11.4%	2,915,219	53.0%	480	11.4%	2,921,416	52.9%
White	3,513	83.9%	1,410,571	25.6%	3,520	83.9%	1,416,240	25.7%
American Indian	19	0.5%	17,920	0.3%	20	0.5%	17,976	0.3%
Asian	32	0.8%	280,306	5.1%	32	0.8%	280,742	5.1%
Pacific Islander	6	0.1%	8,696	0.2%	6	0.1%	8,718	0.2%
Two or More Races	115	2.7%	166,128	3.0%	115	2.7%	166,565	3.0%
Sex:								
Female	2,036	48.6%	2,688,496	48.8%	2,039	48.6%	2,693,780	48.8%
Male	2,149	51.4%	2,815,654	51.2%	2,156	51.4%	2,824,652	51.2%
Economically Disadvantaged	1,555	37.2%	3,415,987	62.1%	1,558	37.1%	3,421,217	62.0%
Non-Educationally Disadvantaged	2,630	62.8%	2,088,163	37.9%	2,637	62.9%	2,097,215	38.0%
Section 504 Students	517	12.4%	407,619	7.4%	517	12.3%	407,904	7.4%
EB Students/EL	109	2.6%	1,269,408	23.1%	109	2.6%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	49	1.1%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	303	7.2%	302,409	5.5%	303	7.2%	302,615	5.5%
Foster Care	8	0.2%	13,415	0.2%	8	0.2%	13,453	0.2%
Homeless	19	0.5%	72,534	1.3%	19	0.5%	72,654	1.3%
Immigrant	8	0.2%	122,390	2.2%	8	0.2%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	1,370	32.7%	3,555,650	64.6%	1,374	32.8%	3,563,890	64.6%
Military Connected	42	1.0%	199,203	3.6%	42	1.0%	199,325	3.6%
At-Risk	1,578	37.7%	2,935,164	53.3%	1,579	37.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	105	2.5%	1,278,846	23.2%	105	2.5%	1,279,697	23.2%
Career and Technical Education	1,439	34.4%	1,459,380	26.5%	1,439	34.3%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	1,115	91.1%	1,203,083	72.3%	1,115	90.7%	1,203,363	72.2%
Gifted and Talented Education	207	4.9%	453,585	8.2%	207	4.9%	453,689	8.2%
Special Education	575	13.7%	693,061	12.6%	584	13.9%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	575		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	250	43.5%	305,800	44.1%				
Students with Physical Disabilities	126	21.9%	138,820	20.0%				
Students with Autism	67	11.7%	107,586	15.5%				
Students with Behavioral Disabilities	117	20.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	15	2.6%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	403	10.1%	893,031	16.8%				
By Ethnicity:								
African American	3	0.1%	176,665	3.3%				
Hispanic	49	1.2%	462,284	8.7%				
White	333	8.3%	180,620	3.4%				
American Indian	2	0.1%	3,221	0.1%				
Asian	1	0.0%	38,716	0.7%				
Pacific Islander	2	0.1%	2,067	0.0%				
Two or More Races	13	0.3%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	75	13.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	13.3%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	202	14.1%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	250	10.5%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.4%	1.5%	7.3%	4.5%
Grade 1	1.8%	2.5%	1.8%	3.6%
Grade 2	1.2%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	2.9%	8.7%	2.3%	12.6%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.7	18.7
Grade 1	19.7	19.1
Grade 2	20.9	19.1
Grade 3	19.7	19.3
Grade 4	18.7	19.4
Grade 5	20.0	20.8
Grade 6	19.3	19.2
Secondary:		
English/Language Arts	16.3	16.2
Foreign Languages	18.7	18.8
Mathematics	18.2	17.5
Science	19.0	18.5
Social Studies	20.2	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	539.1	100.0%	763,729.4	100.0%
Professional Staff:	346.8	64.3%	489,326.8	64.1%
Teachers	274.3	50.9%	371,646.7	48.7%
Professional Support	45.0	8.4%	82,878.8	10.9%
Campus Administration (School Leadership)	16.5	3.1%	25,300.5	3.3%
Central Administration	11.0	2.0%	9,500.8	1.2%
Educational Aides:	77.6	14.4%	86,185.9	11.3%
Auxiliary Staff:	114.7	21.3%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	4.0	n/a	646.0	n/a
Full-time Counselors	7.0	n/a	13,815.0	n/a
Part-time Counselors	2.0	n/a	1,240.0	n/a
Total Minority Staff:	38.1	7.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	1.0	0.4%	44,033.4	11.8%
Hispanic	8.0	2.9%	110,015.9	29.6%
White	259.3	94.5%	203,967.5	54.9%
American Indian	2.0	0.7%	1,274.2	0.3%
Asian	1.0	0.4%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	3.0	1.1%	4,531.1	1.2%
Teachers by Sex:				
Males	44.7	16.3%	90,752.5	24.4%
Females	229.6	83.7%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	233.3	85.0%	268,238.6	72.2%
Masters	41.0	15.0%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	11.9	4.3%	36,179.6	9.7%
1-5 Years Experience	73.3	26.7%	97,667.0	26.3%
6-10 Years Experience	67.9	24.8%	76,209.5	20.5%
11-20 Years Experience	70.9	25.8%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
LUMBERTON ISD (100907) - HARDIN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	41.3	15.0%	49,550.0	13.3%
Over 30 Years Experience	9.0	3.3%	10,867.4	2.9%
Number of Students per Teacher	15.3	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.8	6.1
Average Years Experience of Principals with District	4.0	5.3
Average Years Experience of Assistant Principals	3.6	5.2
Average Years Experience of Assistant Principals with District	2.6	4.4
Average Years Experience of Teachers:	11.3	11.0
Average Years Experience of Teachers with District:	6.0	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,989	\$53,300
1-5 Years Experience	\$44,681	\$56,516
6-10 Years Experience	\$49,200	\$59,732
11-20 Years Experience	\$55,777	\$63,389
21-30 Years Experience	\$63,779	\$67,876
Over 30 Years Experience	\$63,295	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$52,078	\$60,717
Professional Support	\$60,693	\$72,022
Campus Administration (School Leadership)	\$77,663	\$85,167
Central Administration	\$97,362	\$112,702
Instructional Staff Percent:	69.2%	65.1%
Turnover Rate for Teachers:	20.8%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 LUMBERTON ISD (100907) - HARDIN COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	\$5,974
Exemplary	*	*	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.4%	22,050.2	5.9%
Career and Technical Education	18.8	6.9%	19,907.7	5.4%
Compensatory Education	14.7	5.4%	11,928.5	3.2%
Gifted and Talented Education	9.5	3.4%	6,181.8	1.7%
Regular Education	200.4	73.1%	262,398.5	70.6%
Special Education	29.8	10.9%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)