

2023-24

District Annual Report
Public Hearing



RAIDERS TODAY. LEADERS TOMORROW.

Lumberton ISD

January 9, 2025

8 Sections to the 2023-24 District Annual Report



1. 2023-24 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2022-23 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. District Accreditation Status (2022-23 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District
8. 2023-24 TAPR Glossary



The 2023-24 District Annual Report is posted on the district's website at:

<https://www.lumbertonisd.org/our-district/district-and-campus-reports>

https://drive.google.com/drive/folders/1_A48f7lhwjBJMrlyNb1nZ6d2m8lYk9xh?usp=drive link

Section 1

2023-24 Texas Academic Performance Report (TAPR)



- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data

- 2023-24 TAPR is published as a PDF
 - ❑ Includes a wide range of information on the performance of students in each district and campus in the state
 - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - ❑ Provides extensive information on school and district staff, programs, and student demographics



https://drive.google.com/drive/folders/1OQ4LPVc6i_LtSN6cfCwTPXwliGXU6vsZ?usp=drive_link

Section 1

2023-24 Texas Academic Performance Report (TAPR)



➤ **Cover Page**

- ❑ Only includes district or campus name and number
- ❑ Typically, the **Cover Page** includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations
 - ASVAB Test
 - Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test

NOTE: As of December 2024, the TAPR does not include A–F ratings or Distinction Designations. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

Section 1

2023-24 Texas Academic Performance Report (TAPR)



➤ **STAAR Performance – reported for 2024 and 2023**

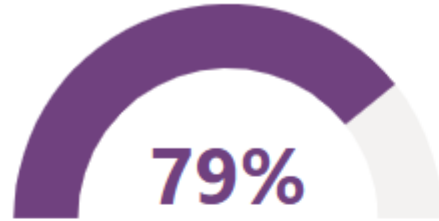
- ❑ All 3 performance rates
 - ***Approaches Grade Level or Above***
 - ***Meets Grade Level or Above***
 - ***Masters Grade Level***
- ❑ Reported for
 - **Each Assessment** (including SAT/ACT for Accelerated Testers)
 - **All Grades All Subjects**
 - **All Grades by Subject**
 - **By Enrolled Grade** (3rd Graders through 8th Graders) at ***Meets Grade Level or Above***
 - Reading and Math
 - » Grade 3-8 assessments only and
 - » Grade 3-8 assessments and EOCs)
 - Reading (Grade 3-8 assessments and EOCs)
 - Math (Grade 3-8 assessments and EOCs)

Section 1

2023-24 STAAR Performance



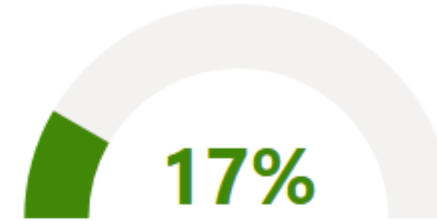
At Approaches GL Standard or Above



At Meets GL Standard or Above



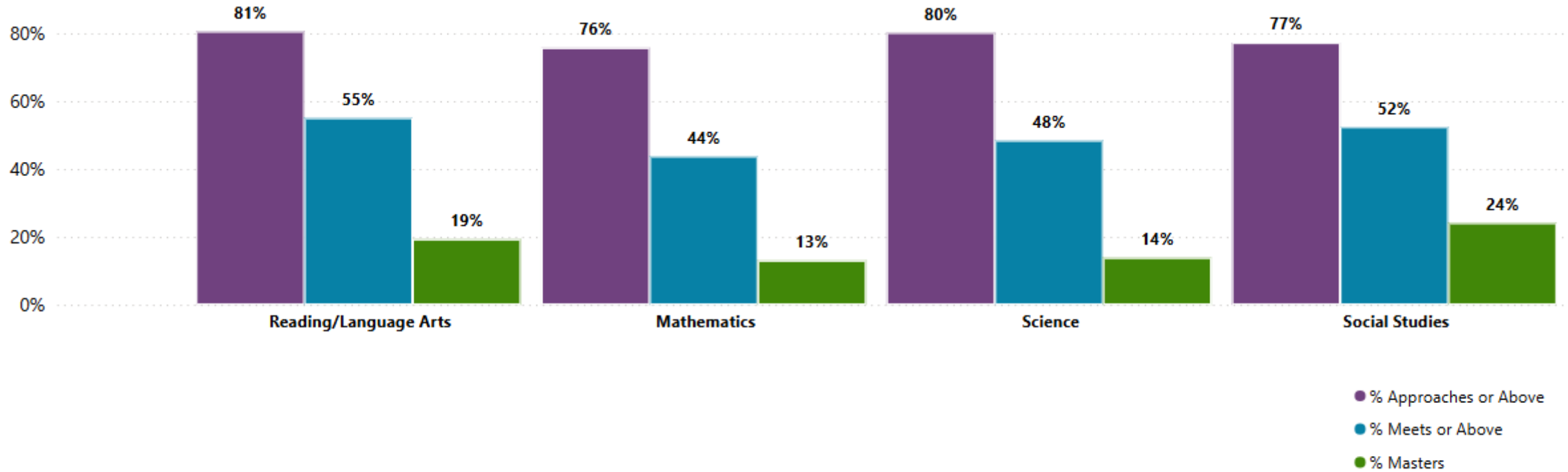
At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	43	27	63%	14	33%	3	7%
Hispanic	722	559	77%	339	47%	107	15%
White	5,298	4,188	79%	2,685	51%	904	17%
American Indian	39	32	82%	13	33%	7	18%
Asian	47	39	83%	28	60%	13	28%
Pacific Islander	5	4	80%	2	40%	0	0%
Two or More Races	179	124	69%	79	44%	27	15%
Unknown	-	-		-		-	
Total	6,333	4,973	79%	3,160	50%	1,061	17%

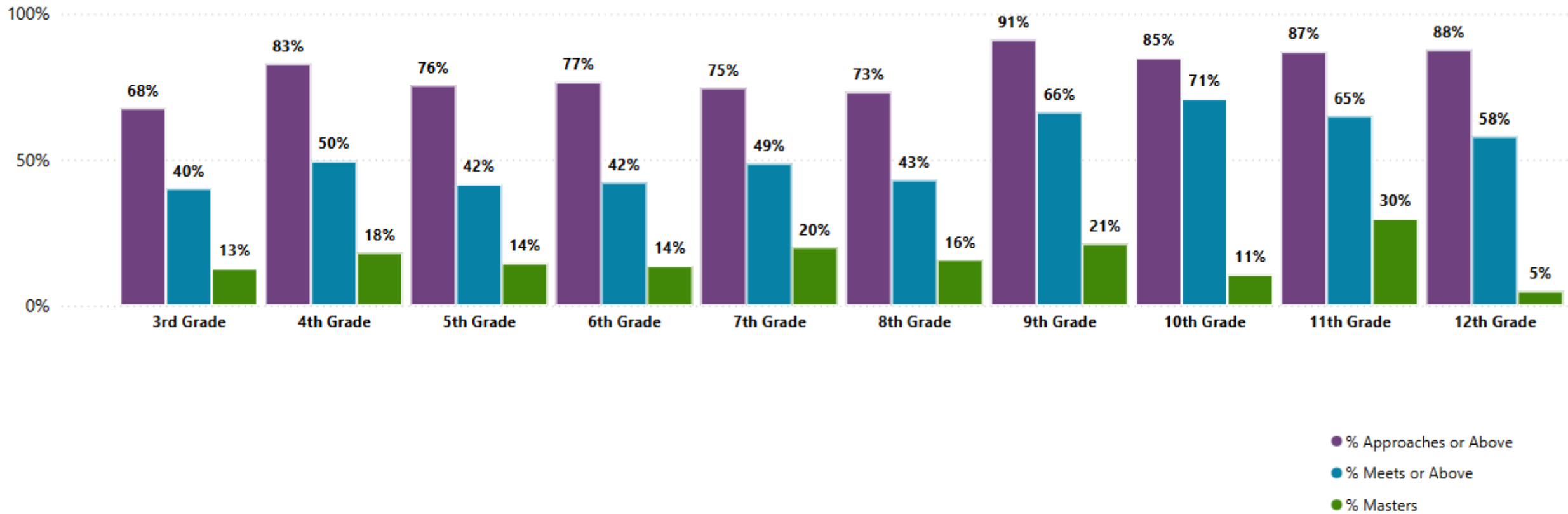
Section 1

2023-24 STAAR Performance by Subject



Section 1

2023-24 STAAR Performance by Grade



Section 1

2023-24 Texas Academic Performance Report (TAPR)



➤ School Progress

☐ Annual Growth

- Reported by Grade and Subject of assessment
 - RLA
 - Math

☐ Accelerated Learning (4545 Performance)

- Reported by Grade and Subject of assessment
 - RLA
 - Math

☐ *Academic Growth (Domain II-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*

Section 1

2023-24 STAAR Academic Growth



Academic Growth	
Annual Growth Points Earned	2,369.5
Accelerated Learning Points Earned x 0.25	64.75
Sum of Annual Growth plus Accelerated Learning Points	2,434.25
Total Tests Evaluated	3,795
Academic Growth Score	64

Annual Growth	
Tests Earning 0 Points	1,200
Tests Earning 0.5 Points	451
Tests Earning 1 Points	2,144
Annual Growth Points Earned	2,369.5
Total Tests Evaluated	3,795
Annual Growth Score	62

Accelerated Learning	
Tests Earning 0 Points	454
Tests Earning 1 Point	259
Accelerated Learning Points Earned x 0.25	64.75
Total Tests Evaluated	713
Accelerated Learning Score	36

Section 1

2023-24 Texas Academic Performance Report (TAPR)



➤ **Bilingual Education (BE) / English as a Second Language (ESL)**

❑ Disaggregated data for various BE/ESL program instructional models and groups:

- | | |
|---|--|
| 1. Total BE | 8. Total ESL |
| 2. BE Trans Early Exit | 9. ESL Content Based |
| 3. BE Trans Late Exit | 10. ESL Pull-Out |
| 4. BE Dual Two-Way | 11. EB/ESL with Parental Denial |
| 5. BE Dual One-Way | 12. Never Emergent Bilingual (EB)/English Learner (EL) |
| 6. Alternative Language Program (ALP) Bilingual (Exception) | 13. Total EB/EL |
| 7. ALP ESL (Waiver) | 14. Monitored and Former EB/EL |

❑ **STAAR Performance** – reported for 2024 and 2023

- All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)

❑ **Annual Growth** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

❑ **Accelerated Learning** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

Section 1

2023-24 Texas Academic Performance Report (TAPR)



- **STAAR Participation – reported for 2024 and 2023**
 - ❑ Data reported
 - Assessment Participant
 - Included in Accountability
 - Not Included in Accountability: Mobile
 - Not Included in Accountability: Other
 - Exclusions
 - Not Tested
 - Absent
 - Other
 - ❑ Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1

2023-24 Texas Academic Performance Report (TAPR)



- **Attendance, Graduation, and Dropout Rates – reported for 2022-23 and 2021-22***
 - Attendance Rate
 - Chronic Absenteeism
 - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - 4-year Longitudinal Graduation Rate
 - 5-year Extended Longitudinal Graduation Rate
 - 6-year Extended Longitudinal Graduation Rate
 - 4-Year Federal Graduation Rate without Exclusions
 - Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

- **Graduation Profile – 2022-23 Graduates***
 - Total Graduates
 - By Ethnicity
 - By Graduation Type
 - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

* Attendance, Graduation and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2022-23 and 2021-22.

Section 1

2023-24 Graduation Info



	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 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%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	92.0%	98.0%	*	97.2%	98.0%	*	*	-	*	100.0%	92.7%	*
Received TxCHSE	0.5%	0.3%	0.7%	*	2.8%	0.4%	*	*	-	*	0.0%	2.4%	*
Continued HS	0.5%	0.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	7.3%	1.4%	*	0.0%	1.6%	*	*	-	*	0.0%	4.9%	*
Graduates and TxCHSE	93.2%	92.3%	98.6%	*	100.0%	98.4%	*	*	-	*	100.0%	95.1%	*
Graduates, TxCHSE, and Continuers	93.7%	92.7%	98.6%	*	100.0%	98.4%	*	*	-	*	100.0%	95.1%	*
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.9%	96.8%	*	90.5%	97.2%	-	100.0%	-	100.0%	82.1%	92.7%	100.0%
Class of 2022	89.7%	91.1%	97.8%	*	100.0%	97.9%	*	*	-	80.0%	85.0%	93.9%	*

* Attendance, Graduation and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2022-23 and 2021-22.

Section 1

2023-24 Graduation Info



	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	313	100.0%	377,367	100.0%
By Ethnicity:				
African American	2	0.6%	46,822	12.4%
Hispanic	20	6.4%	197,333	52.3%
White	278	88.8%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	5	1.6%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	8	2.6%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	29	9.3%	49,278	13.1%
Foundation H.S. Program (Endorsement)	26	8.3%	16,475	4.4%
Foundation H.S. Program (DLA)	258	82.4%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	27	8.6%	34,589	9.2%
Economically Disadvantaged Graduates	81	25.9%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	1.9%	50,229	13.3%
At-Risk Graduates	72	23.0%	168,430	44.6%
CTE Completers	164	52.4%	116,959	31.0%

Section 1

2023-24 Texas Academic Performance Report (TAPR)



- **College, Career and Military Readiness (CCMR) - 2022-23 and 2021-22 graduates***
 - CCMR Graduates
 - College Ready Graduates (overall and by specific college ready indicator)
 - Career/Military Ready Graduates (overall and by specific career/military ready indicator)

- **CCMR-Related Indicators - 2022-23 and 2021-22 graduates***
 - TSIA Results
 - Completed and Received Credit for College Prep Courses
 - AP/IB Results
 - SAT/ACT Results

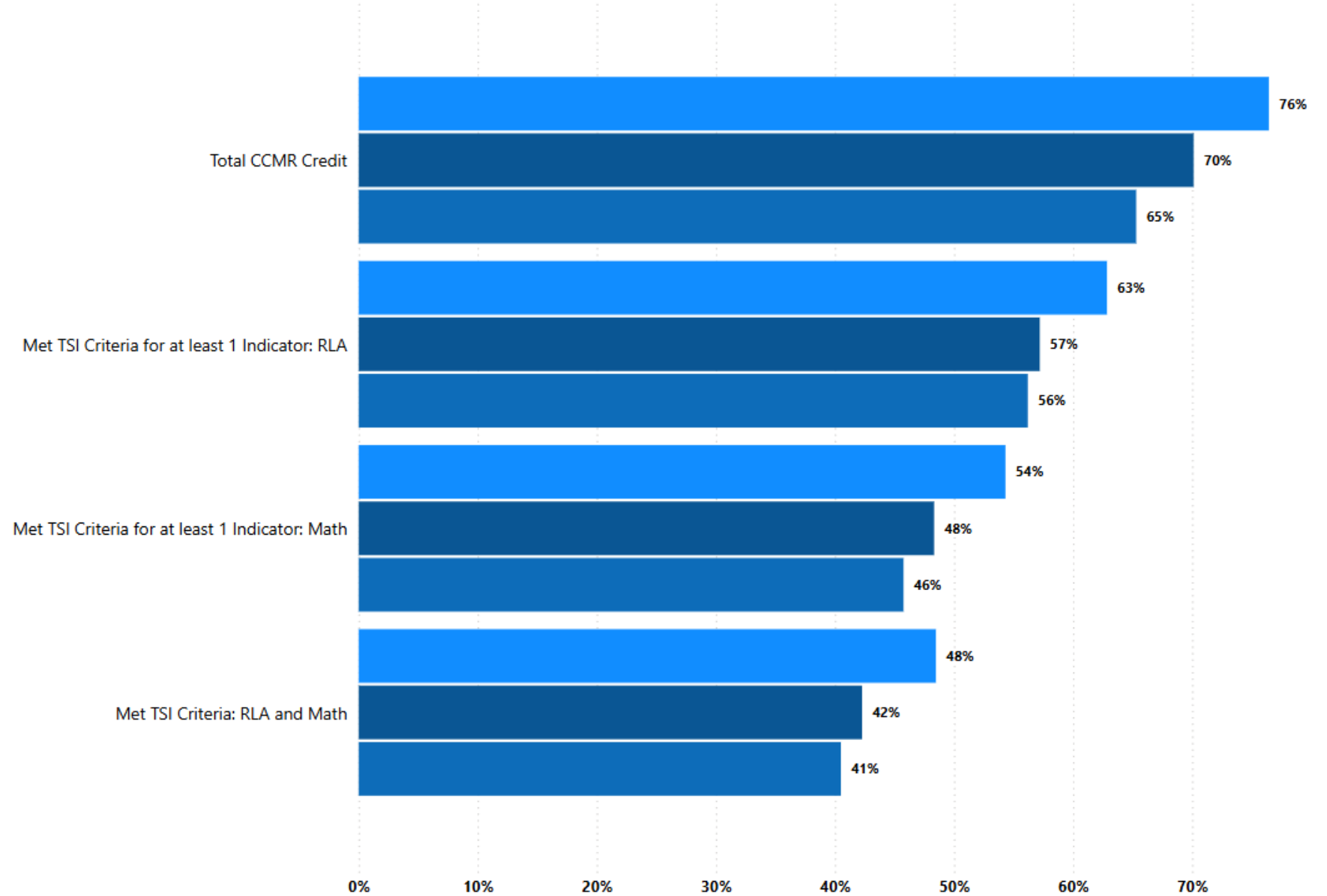
- **Other Postsecondary Indicators**
 - Advanced Dual-Credit Course Completion – 2022-23 and 2021-22 school years
 - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021-22 and 2020-21 school years
 - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021-22 and 2020-21 school years

* CCMR data for 2023-24 graduates are not be reported to TEA until January 2025 (as part of Fall PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2022-23 and 2021-22.

Section 1

2023-24 CCMR

School Year ● 2023-24 ● 2022-23 ● 2021-22



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Section 1

2023-24 Texas Academic Performance Report (TAPR)



➤ **Student Information**

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

➤ **Staff Information**

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

Section 1

2023-24 Student Info

	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Student Information								
Total Students	4,184	100.0%	5,517,464	100.0%	4,197	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	12	0.3%	18,968	0.3%	21	0.5%	26,847	0.5%
Pre-Kindergarten	97	2.3%	247,979	4.5%	97	2.3%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	97	2.3%	205,531	3.7%	97	2.3%	205,907	3.7%
Kindergarten	298	7.1%	361,329	6.5%	298	7.1%	361,799	6.5%
Grade 1	296	7.1%	385,096	7.0%	296	7.1%	385,471	7.0%
Grade 2	314	7.5%	402,233	7.3%	314	7.5%	402,576	7.3%
Grade 3	352	8.4%	399,869	7.2%	352	8.4%	400,181	7.2%
Grade 4	317	7.6%	399,137	7.2%	317	7.6%	399,422	7.2%
Grade 5	318	7.6%	399,200	7.2%	318	7.6%	399,419	7.2%
Grade 6	323	7.7%	400,347	7.3%	323	7.7%	400,511	7.2%
Grade 7	294	7.0%	405,118	7.3%	294	7.0%	405,298	7.3%
Grade 8	328	7.8%	414,033	7.5%	328	7.8%	414,195	7.5%
Grade 9	353	8.4%	472,595	8.6%	353	8.4%	472,783	8.5%
Grade 10	319	7.6%	439,091	8.0%	319	7.6%	439,298	7.9%
Grade 11	308	7.4%	406,681	7.4%	308	7.3%	406,966	7.4%
Grade 12	255	6.1%	365,788	6.6%	259	6.2%	367,894	6.7%
Ethnic Distribution								
African American	29	0.7%	706,235	12.8%	29	0.7%	707,609	12.8%
Hispanic	498	11.9%	2,936,051	53.2%	500	11.9%	2,942,144	53.2%
White	3,483	83.2%	1,379,090	25.0%	3,494	83.2%	1,384,437	25.0%
American Indian	19	0.5%	17,886	0.3%	19	0.5%	17,939	0.3%
Asian	37	0.9%	295,946	5.4%	37	0.9%	296,367	5.4%
Pacific Islander	4	0.1%	8,831	0.2%	4	0.1%	8,844	0.2%
Two or More Races	114	2.7%	173,425	3.1%	114	2.7%	173,896	3.1%
Sex								
Female	2,027	48.4%	2,695,318	48.9%	2,030	48.4%	2,700,356	48.8%
Male	2,157	51.6%	2,822,146	51.1%	2,167	51.6%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,622	38.8%	3,434,955	62.3%	1,625	38.7%	3,439,856	62.2%
Non-Educationally Disadvantaged	2,562	61.2%	2,082,509	37.7%	2,572	61.3%	2,091,380	37.8%
Section 504 Students	567	13.6%	399,808	7.2%	567	13.5%	400,078	7.2%
EB Students/EL	122	2.9%	1,344,804	24.4%	122	2.9%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	73	1.6%	105,976	1.9%				
Students w/ Dyslexia	320	7.6%	329,004	6.0%	320	7.6%	329,228	6.0%



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Section 2

PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)



2022-23 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2022-23 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2022-23 is the most recent year for which these data are available.

https://drive.google.com/drive/folders/1HecxZfmp52XKG_9ngvGgUoge6uFdVeuU?usp=drive_link



Section 2

PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)



	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$13,294,369	37.88%	\$3,177	\$13,294,369	32.36%	\$3,177	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$20,190,302	57.53%	\$4,824	\$20,351,489	49.53%	\$4,863	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$557,821	1.59%	\$133	\$5,105,266	12.43%	\$1,220	\$14,132,922,804	20.03%	\$2,568
Other Local	\$1,054,779	3.01%	\$252	\$2,337,333	5.69%	\$559	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$35,097,271	100.00%	\$8,386	\$41,088,457	100.00%	\$9,818	\$70,565,356,520	100.00%	\$12,822
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$27,328,392	78.70%	\$6,530	\$30,352,164	75.78%	\$7,253	\$53,061,122,304	77.83%	\$9,642
Professional & Contracted Services (Object 62xx)	\$3,508,212	10.10%	\$838	\$4,164,156	10.40%	\$995	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$1,971,175	5.68%	\$471	\$3,576,682	8.93%	\$855	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$1,919,096	5.53%	\$459	\$1,958,565	4.89%	\$468	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$34,726,875	100.00%	\$8,298	\$40,051,567	100.00%	\$9,570	\$68,178,348,415	100.00%	\$12,389

Section 3

District Accreditation Status (2022-23 School Year)



➤ Generally, each year TEA assigns one of four accreditation statuses to each district in the state:

1. *Accredited*
2. *Accredited-Warned*
3. *Accredited-Probation*
4. *Not Accredited-Revoked*

➤ In assigning an accreditation status to a district, TEA considers

- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through Results Driven Accountability (RDA)

➤ ***TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change***

➤ ***The 2023-24 District Annual Report must include the District's 2022-23 accreditation status***

➤ The District's 2022-23 Accreditation Status is: **Accredited**



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Section 4

Campus Performance Objectives



➤ Campus Improvement Plans (CIPs)

- ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
- ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- ❑ Each campus **periodically measures progress** toward its performance objectives
- ❑ Updated CIPs for the 2023-24 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

https://drive.google.com/drive/folders/1ic1VfktfyRHtFyhFC-gkazTevh99oCx3?usp=drive_link



Section 5

Report on Violent or Criminal Incidents



- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
 - ❑ **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
 - ❑ **Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2023-24 school year is available for review at the district's central office and at each campus in the district

https://drive.google.com/drive/folders/1hIDvhMWmFZHIPkjXFdZQIJpiW7FJH_e8?usp=drive_link



Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2021-22 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2023
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2022, Spring 2023, and Summer 2023** are added together and averaged to determine the GPA

NOTE: *The THECB anticipates releasing an updated report for 2022-23 High School Graduates in mid-January 2025. That report, when available, will be posted at: [THECB Website](#)*

Section 6

Student Performance in Postsecondary Institutions



		Enrolled in Texas Public or Independent Higher Education in FY 2023						
County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
HARDIN								
HARDIN-JEFFERSON ISD								
	100905001 HARDIN-JEFFERSON H S							
	Four-Year Public University	64	9	5	9	21	20	0
	Two-Year Public Colleges	32	1	7	5	8	8	3
	Independent Colleges & Universities	5						
	Not Trackable	0						
	Not Found	75						
	Total High School Graduates	176						
KOUNTZE ISD								
	100903002 KOUNTZE H S							
	Four-Year Public University	27	10	4	3	3	7	0
	Two-Year Public Colleges	16	7	0	3	4	1	1
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	39						
	Total High School Graduates	83						
LUMBERTON ISD								
	100907001 LUMBERTON H S							
	Four-Year Public University	111	24	7	18	32	29	1
	Two-Year Public Colleges	40	12	2	7	6	10	3
	Independent Colleges & Universities	4						
	Not Trackable	7						
	Not Found	110						
	Total High School Graduates	272						



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Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board *[as part of this presentation or reference the meeting at which the HB 3 Progress Report was provided]*



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HB3 Five Year Outcome Goals 2024 Results

Section 7



RAIDERS TODAY. LEADERS TOMORROW.

	Goal Statement	5 Year Goal (2024)	EOY 2024
1	*The percentage of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 53% to 61% by June 2024.	61%	40%
2	The percentage of "on track" Pre-K students in phonological awareness on the Circle PM literacy diagnostic will increase from 53% to 73% by June 2024.	73%	66%
3	*The percentage of 5th grade students who score Meets grade level or above on STAAR Reading will increase from 58% to 60% by June 2024.	60%	52%
4	*The percentage of 8th grade students who score Meets grade level or above on STAAR Reading will increase from 56% to 58% by June 2024.	58%	53%
5	The percent of K-2 nd grade students who score At or Above Benchmark on mClass Reading will increase from 44% to 70% by June 2024.	70%	57%
6	The percentage of 3 rd grade students that score At Benchmark or Above on Renaissance (Reading) will increase from 59% to 80% by June 2024.	80%	52%
7	*The percentage of 3 rd grade students that score Meets grade level or above on STAAR Math will increase from 49% to 57% by June 2024.	57%	40%
8	The percentage of Pre-K students that score "on track" on the Circle PM Math diagnostic will increase from 83% to 90% by June 2024.	90%	89%
9	*The percentage of 5th grade students who score Meets grade level or above on STAAR Math will increase from 47% to 49% by June 2024.	49%	42%
10	*The percentage of 8th grade students who score Meets grade level or above on STAAR Math will increase from 35% to 37% by June 2024.	37%	41%
*	New baseline added due to change in instrument: The percentage of K grade students who score At or Above Benchmark on mClass Math.	N/A	35%
11	The percentage of 1st-2 nd grade students who score At or Above Benchmark on Renaissance Math will increase from 23% to 70% by June 2024.	70%	78%
12	The percentage of 3 rd grade students that score At or Above Benchmark on Renaissance (Math) will increase from 70% to 95% by June 2024.	95%	67%
13	The percentage of students graduating with a CCMR component will increase from 28% to 63% by August 2024.	63%	67%
14	The percentage of students meeting the College Ready Graduates criteria will increase from 38% to 53% by August 2024.	53%	49%
15	The percentage of students receiving an Industry Based Certification will increase from 0% to 23% by August 2024.	23%	27%
16	The percentage of students enlisting in The U.S. Armed Forces will increase from 2% to 4.3% by August 2024.	4.3%	2.9%

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in early 2025



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2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.





Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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