LJH TURNAROUND PLAN 2025-2026

Texas Education Agency

Turnaround Plan Requirements for Multiple Consecutive Unacceptable Ratings

Campuses that received a second consecutive unacceptable rating with the preliminary 2023 *A-F* accountability ratings are required by state law to develop a campus turnaround plan that is submitted to the agency no later than June 30, 2025, for approval.

Campuses that received a third or higher consecutive unacceptable rating with the preliminary 2023 *A-F* accountability ratings are required by state law to implement their previously approved campus turnaround plan and may request a modification to the previously approved plan.

We will send separate correspondence to school systems impacted by state-law turnaround plan requirements with more information in May.

Accountability & Results Matter

~Instruction Is Our Business ~ Accountability Is Our Responsibility ~ Success Is Our Reward

~The most important work in COCISD happens in the classroom.

-It is the results that truly matter, as they are the measure of success in any endeavor.

HISTORICAL REVIEW OF LJH ACCOUNTABILITY RATINGS

TEA's A–F system was established by House Bill (HB) 22 in 2017 to continuously improve student performance toward the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensure the state is a national leader in preparing students for postsecondary success.

*Since the introduction of TEA's A-F Accountability Rating system in 2018, LJH has never been rated. The last time that LJH was rated was during the 2016-2017 school year, which was under a different academic accountability system.

COLDSPRING-OAKHURST CISD
State Assessment & Accountability
Historical Data 2018-2024

District & Campus A-F Ratings & Distinction Designations:

	COCISD	JSE	CIS	LJH	COHS
GRADES SERVED	PK-12	PK-2	3-5	6-8	9-12
2018 OVERALL SCORE	58	51	51	59	65
2018 OVERALL RATING	NOT RATED: HARVEY	NOT RATED: HARVEY	NOT RATED: HARVEY	NOT RATED: HARVEY	NOT RATED: HARVEY
2019 OVERALL SCORE	76	53	53	67	77
2019 OVERALL RATING	C	F	F	D	C
2020-2021 COVID-19 (No Accountability)					
2022 OVERALL SCORE	65	79	79	59	70
2022 OVERALL RATING	D	C	C	F	C
STAAR 2.0 Redesign					
2023 OVERALL SCORE	57	59	59	59	55
2023 OVERALL RATING	F	F	F	F	F
2024 OVERALL SCORE	+8 65	+4 63	+4 63	-4 55	+19 74
2024 OVERALL RATING	D	D	D	F	C
2025 OVERALL SCORE	TBD	TBD	TBD	TBD	TBD
2025 OVERALL RATING	TBD	TBD	TBD	TBD	TBD

No A-F Ratings were assigned during 2019-2020 & 2020-2021 school year(s) due to COVID-19.

COLDSPRING-OAKHURST CISD
TEA Accountability Ratings 2014-2024

	COHS	LJH	CIS	JSE
YEARS RATED	9	9	8	8
FAILURE RATE	11%	78%	38%	38%
2025	TBD	TBD	TBD	TBD
2024	PASS	FAIL	PASS	PASS
2023	FAIL	FAIL	FAIL	FAIL
2022	PASS	FAIL	PASS	PASS
2021	NR-COVID	NR-COVID	NR-COVID	NR-COVID
2020	NR-COVID	NR-COVID	NR-COVID	NR-COVID
2019	PASS	FAIL	FAIL	FAIL
2018	PASS	FAIL	NR-HARVEY	NR-HARVEY
2017	PASS	PASS	PASS	PASS
2016	PASS	FAIL	PASS	PASS
2015	PASS	PASS	FAIL	FAIL
2014	PASS	FAIL	PASS	PASS

TEA'S ACADEMIC ACCOUNTABILITY FRAMEWORK

2024-2025 Academic Accountability System Framework

School Type	Component	Weight
Elementary School	STAAR	100%
Middle School	STAAR	100%
High School and K-12	STAAR	40%
	CCMR	40%
	Graduation Rate/Annual Dropout Rate	20%

Texas Education Agency

A-F
TEXAS PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Accountability Overview:

CIS: 100% STAAR (7 Total Tests): Weighted Percentage: 28.1%
LJH: 100% STAAR (9 Total Tests): Weighted Percentage: 29.6% → 100%
COHS: 40% STAAR (5 Total Tests): Weighted Percentage: 42.3%
40% College, Career and Military Readiness (CCMR)
20% Graduation Rate/Annual Dropout Rate

21 Total STAAR/STAAR EOC Test Administrations

Overall Passing Percentage at the MEETS Performance Standard

TEA'S & LJH'S PROGRESS MEASURES
CONTINUOUS IMPROVEMENT: SUSTAIN OR IMPROVE

LJH: 6 (ANNUAL) PROGRESS MEASURES: (PLUS 8TH GRADE ALGEBRA I)

- Grade 5 Math 2024 VS Grade 6 Math 2025
- Grade 6 Math 2024 VS Grade 7 Math 2025
- Grade 7 Math 2024 VS Grade 8 Math 2025
- Grade 5 RLA 2024 VS Grade 6 RLA 2025
- Grade 6 RLA 2024 VS Grade 7 RLA 2025
- Grade 7 RLA 2024 VS Grade 8 RLA 2025
- *8th Grade Algebra I

TEA® Texas Education Agency

During the 2023-2024 academic year, LJH Met 2 of 6 Progress Measures: *7th Grade RLA & 8th Grade RLA

***LJH faces the most rigorous academic accountability standards, as the campus is subject to the highest number of progress measures and administers more STAAR Tests annually than any other COCISD campus.**

The STAAR progress measure provides information about the amount of improvement or growth a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded. Overall, STAAR progress measures are critical in TEA's Academic Accountability System.

TEA STAAR ACCOUNTABILITY PERFORMANCE LEVELS

TEA STAAR Accountability Performance Levels

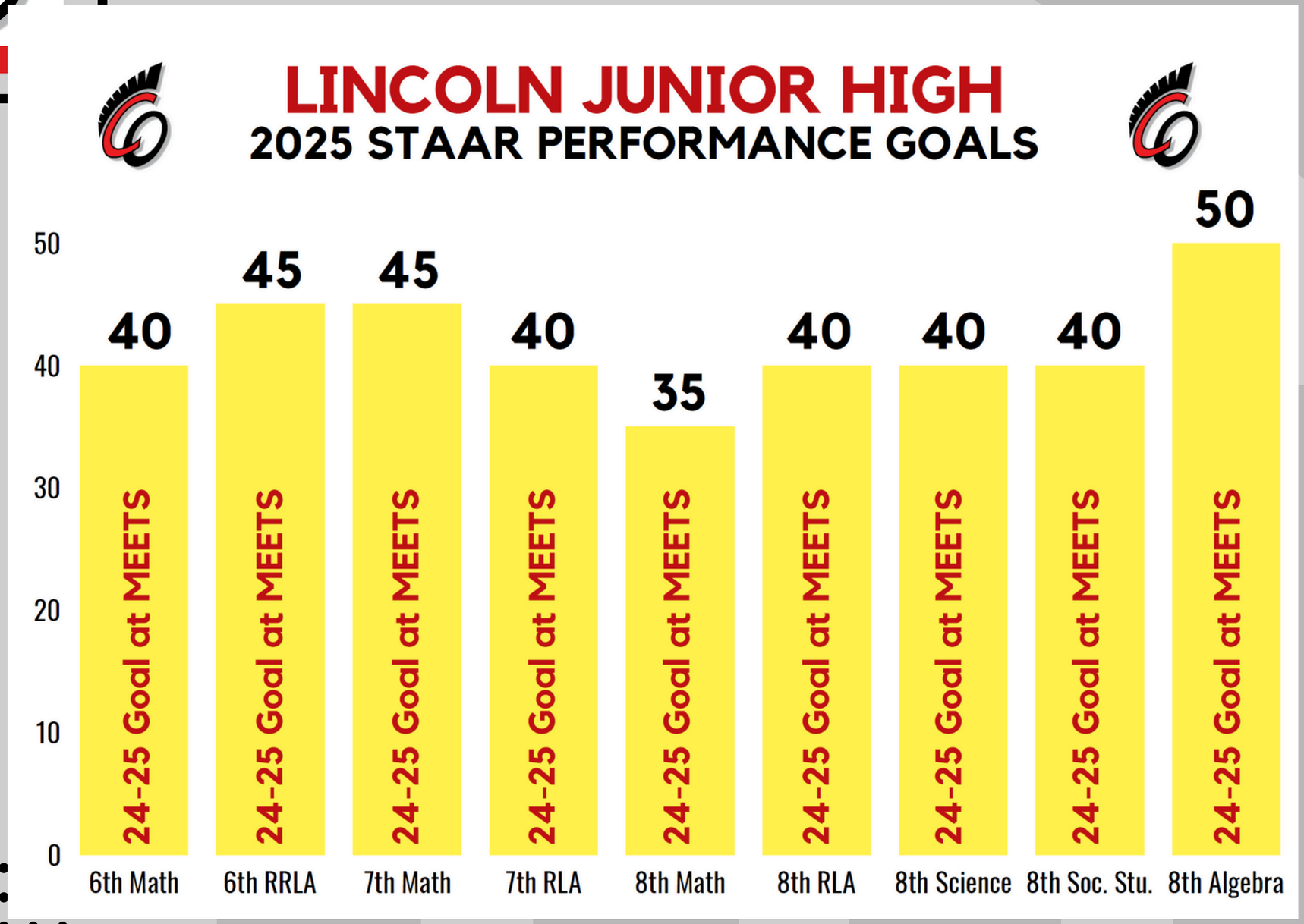
Label	Symbol	Student Result
Did Not Meet Grade Level		**DID NOT PASS** No basic understanding of course expectations is shown; a student may need significant support next year.
Approaches Grade Level		**PASSED** Some knowledge of course content but may be missing critical elements, student needs additional support.
Meets Grade Level		**PASSED** Strong knowledge of course content, student is prepared to progress to the next grade.
Masters Grade Level		**PASSED** Mastery of the course knowledge and skills is shown; student is on track for college and/or career.

*The MEETS Performance Standard is the Targeted Level of student performance for all COCISD students which which aligns with state and federal accountability standards.

The State of Texas Assessments of Academic Readiness (STAAR) program, implemented in spring 2012, includes annual assessments for:

- Reading Language Arts and Mathematics, grades 3–8
- Science at grades 5 and 8
- Social Studies at grade 8
- End-of-Course (EOC) assessments for English I, English II, Algebra I, Biology, and U.S History.

2024-2025
LJH STUDENT PERFORMANCE GOALS



ANNUAL GOALS:
Heighten student achievement at the MEETS PERFORMANCE STANDARD: MEET all 6/7 Progress Measures, and CLOSE PERFORMANCE GAPS among subpopulations.

2024-2025 A-F ACCOUNTABILITY GOALS

Texas Education Agency

COLDSPRING-OAKHURST CISD

2024-2025 TEA Academic Accountability Expected A-F Ratings

Coldspring-Oakhurst CISD Overall
C (75)

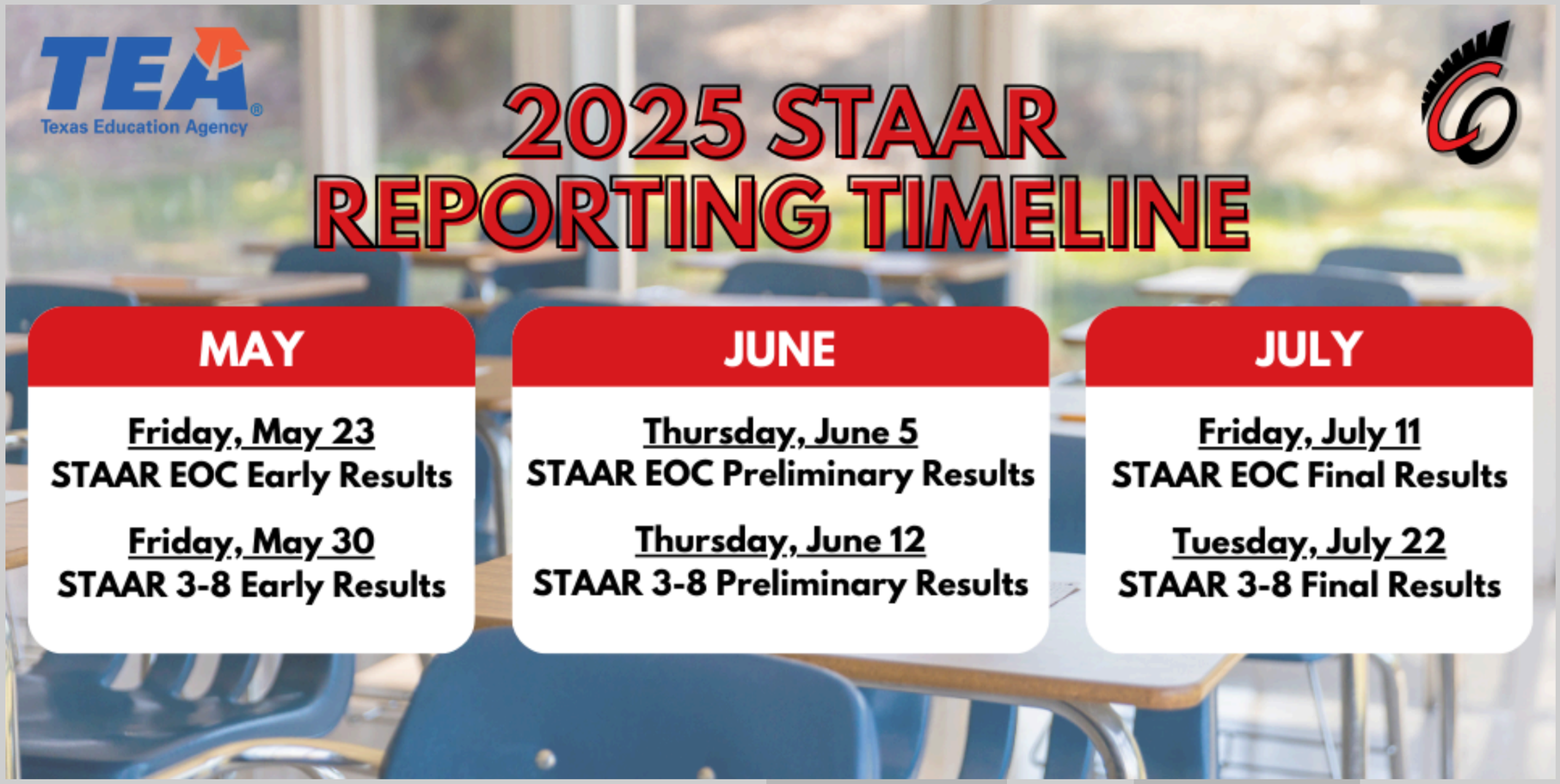
James Street Elementary
C (75)

Coldspring Intermediate
C (75)

Lincoln Junior High
C (75)

Coldspring-Oakhurst High School
B (80)

2025 STAAR REPORTING TIMELINE





SETTING THE FOCUS

Teacher effectiveness is the most important in-school factor impacting student achievement and success.

Campus leadership is the second most influential school-level factor impacting student achievement, after teacher quality. Extensive research has consistently revealed that principal effectiveness influences student learning indirectly through direct impact on school conditions (climate & culture), teacher quality & placement, instructional quality, and an indirect link with student achievement gains or progress over years.

Continuous Improvement & Student Growth: Heightening Student Achievement & Sustaining Success

EDUCATOR PERFORMANCE STANDARDS



TEACHERS

- Professional Knowledge
- Instructional Planning
- Instructional Delivery
- Assessment of/for Learning
- Learning Environment
- Professionalism
- Student Progress



EDUCATIONAL SPECIALISTS

- Professional Knowledge
- Program Planning & Management
- Program Delivery
- Assessment
- Communication & Collaboration
- Professionalism
- Learner/Program Progress



PRINCIPALS

- Instructional Leadership
- School Climate & Culture
- Human Capital Management
- Organizational Management
- Communication & Community Relations
- Professionalism
- Student Progress



DISTRICT LEADERS

- Mission, Vision, & Goals
- Planning & Assessment
- Instructional/Operational Leadership
- Organizational Management
- Communication & Community Relations
- Professionalism
- Evidence of Progress



SUPERINTENDENTS

- Mission, Vision, & Goals
- Planning & Assessment
- Instructional Leadership
- Organizational Leadership & Safety
- Communication & Community Relations
- Professionalism
- Evidence of Progress

TROJANS FIRST ~ SHAPING THE FUTURE TOGETHER

LJH 2025-2026 TURNAROUND PLAN TEAM 2025-2026

Dr. Elizabeth Klammer: Asst. Superintendent of C & I and Principal in Residence

A seasoned school principal or educational leader who will assume a specialized leadership position at LJH for the 2025-2026 academic year.

Ms. Brandi Keel: Principal Apprentice

An experienced assistant principal who will receive comprehensive, hands-on training specifically designed to prepare her for the principalship at LJH following the 2025-2026 academic year.

LJH 2025-2026 TURNAROUND PLAN TEAM 2025-2026

Mr. Thomas Boucher: 6-8 Grade RLA & Social Studies Instructional Coach

This role will include supporting departmental teachers in enhancing Reading Language Arts (RLA) & Social Studies instruction and improving student outcomes. Mr. Boucher will collaborate with educators to implement effective teaching strategies, analyze student performance data, and ensure instruction aligns with curriculum standards. He will deliver professional development, model exemplary lessons, and provide constructive feedback to promote best practices in literacy and social science education. Additionally, Mr. Boucher will serve as a resource for high-quality instructional materials and help cultivate a culture of continuous improvement in RLA teaching and learning.

*Dr. Klammer and Ms. Keel will jointly lead these strategic initiatives.

LJH 2025-2026 TURNAROUND PLAN TEAM 2025-2026

Mrs. Jennifer LaBlue: 6-8 Grade Science Instructional Coach & RTI / HB 1416 Specialist

This role includes delivering targeted, data-driven instruction to support students identified as academically at risk. In alignment with TEA 1416 requirements, Mrs. LaBlue will provide accelerated learning opportunities for students who did not meet grade-level standards on STAAR assessments. Responsibilities include implementing evidence-based interventions, tracking student progress, and collaborating with educators, administrators, and families to tailor instruction and close achievement gaps. This role plays a critical part in promoting academic success and ensuring compliance with state educational mandates.

*Dr. Klammer and Ms. Keel will jointly lead these strategic initiatives.

Questions?