Lamar Consolidated Independent School District

Lamar High School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Mission Statement

To provide students a high quality education to develop knowledge, skills and behaviors to become productive citizens.

Vision

To be the PREMIERE high school in LCISD!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lamar Consolidated High School is ranked *548th within Texas*. Students have the opportunity to take Advanced Placement® coursework and exams. The AP® participation rate at Lamar Cons High School is *49%.* The total minority enrollment is 86%, and 65% of students are economically disadvantaged. Lamar Cons High School is 1 of 6 high schools in the Lamar CISD. (Source: www.usnews.com)

According the Lamar Consolidated High School TAP Report (Attached in the Addendum)

STUDENT DATA:

LCHS student enrollment: 1808

Economically Disadvantaged: 1,157 64%

At-Risk: 994 55%

Bilingual/ESL Education 281 16%

Gifted and Talented Education 107 6%

Special Education 302 17%

STAFF:

Professional Staff: 143 100%

Teachers: 108 71%

Professional Support: 35 23%

Campus Administration (School Leadership): 6 4%

Educational Aides: 9 6%

2021-2022 Total Graduates: 423 95.3%

EOC ASSESSMENTS:

All Grades All Subjects

At Approaches Grade Level or Above 2022 75%

At Meets Grade Level or Above 2022 50%

At Masters Grade Level 2022 18%

Demographics Strengths

The different demographic groups at Lamar Consolidated High School strengths are indicated as follows:

EOC:

- English I 7% increase approaches and 3% increase in meets 2% in masters
- English II 2% increase approaches, 1% increase and 1% increase in masters
- Algebra I 6% increase in approaches and 4%increase in meets
- Biology 9% increase in approaches, 2% in meets and 1% in masters
- US History 8% increase in approaches and 4% in meets

CCMR:

- There was a 9% increase in CCMR readiness
- LCHS produced a Gates Scholar
- 5 UT Dell Scholars
- Various students accepted to Top Tier schools (Duke, MIT, Cornell)
- 3 National Merit Recognition
- $7.8+ Million in scholarships
- An LCHS student was a recipient of the Terry Foundation Scholarship

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our site based decision committee composed of teachers, parents, community members, and administration reviewed data from the 2022 - 2023 EOC tests. Students showed little to no growth in the masters and minimal growth in approaches and meets.   **Root Cause:** Student attendance and lack of rigorous instructional strategies may play a role in the lack of growth. Students are still showing instructional gaps from virtual learning.

Student Learning

Student Learning Summary

Based on the 2021-2022 STAAR/EOC Exam our students greatest academic challenge is the areas of English 1 & English 2	**Instructional Coaches and Curriculum Coaches will collaboratively work with English teachers to improve the planning for better Tier 1 instruction which leads to overall student performance. Teachers review and utilize MAP data and district provided resources such as canvas, eduphoria, and lead4ward resources while planning. Students who did not pass the ELA and/or writing will be assigned to mandatory advisory tutorials (Mustang Time), along with before and after school tutorials, Edgenuity and Writing Labs will be implemented to service students who need additional instruction in this area. LCHS will continue to enhance and focus instruction by drilling down assessments by objective and determine area of need and instructional practices to be used to ensure student success. A school initiative of reducing student failure through MTSS/HB 4545 intervention will be implemented and continued throughout the school year.**
In addition, System Safeguards are a concern in ELL and Special Education Reading.	All teachers will include differentiation for ESL and Special Education students in their lesson plans and PLC process with an emphasis on academic language and questioning strategies. In addition, the administrator in that area will be conducting continuous monitoring of these students' academic success.
Student academic course failures and number of students behind their graduation cohort continue to be a concern at LCHS	Teachers will get more professional development geared toward best practices for increasing student engagement. MTSS through MUSTang Time/HB 4545 will continue to serve as our primary intervention for Tier II and Tier III students. Strategic review of student failure reports by administration, counselors, and campus leadership team will be conducted.
LCHS will continue to expand the use of technology in each classroom and ensure the ongoing installation of software updates. Students will have daily exposure to and ability to utilize technology in their classrooms, labs, and library.	LCHS's Instructional Coordinators and Digital Learning Coach will provide training to teachers as needed through Think Tank Thursdays and individual appointments. Students will be able to demonstrate the digital literacy through relevant classroom application requiring the use of technology. Unit assessments will be administered online to mimic state testing.

At-Risk Student Services / Drop-Out Prevention

With the growing proportion of at-risk students within the student population, there is a need for additional staffing and support services for at-risk students.	**Utilize available district support programs and personnel to assist in identifying and supporting families with student attendance and academic success.**

College, Career, and Military Readiness

The recent change in state accountability measures to ensure College, Career and Military readiness, necessitates an increased focus on achieving post-secondary readiness on multiple measures.	**Optimize district and non-district resources to increase opportunities for students to demonstrate college, career, and/or military readiness. Utilize MUSTang Time and other opportunities during and after school to support student preparedness for CCMR assessment. Collaborate with LCISD CTE on standardizing the offering of industry-based certifications.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: At LCHS all sub-populations of students are scoring lower than Caucasian students on all EOC tested areas.   **Root Cause:** Lower representation of minority students in AP, Dual Credit, Onramps and Pre-AP courses.

Problem Statement 2: At LCHS SPED and EB students are performing lower on all standardized testing.   **Root Cause:** There needs to be more of an emphasis on Tier I and Tier II instruction for all SPED and EB students to increase their academic skills.

Problem Statement 3: LCHS needs to increase the amount of students who are considered CCMR ready by the time they graduate from high school.   **Root Cause:** The lack of rigor of tier 1 instruction in all classes, and increase the amount of students taking higher level courses, and CTE certification classes. Students and staff need a better understanding of what it means to be CCMR ready.

School Processes & Programs

School Processes & Programs Summary

With the recent addition of several new teachers/staff members to the campus instructional team, building the capacity of individuals is of high importance.	**Provide additional pedagogy training for our teachers and support staff campus-wide. Training's will specifically include intentional training for Special Education and ELL cohorts to support these critical student needs while enhancing teacher retention. Continue to promote and support teachers in becoming ESL certified. The campus will also implement a standard set of successful instruction criteria ("look-fors") to support the development of teacher instructional skills and collegiality between instructional staff members.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students from sub populations are not choosing to take upper level courses in their schedules. First time AP testers struggle with the rigorous curriculum.
Root Cause: Some students are reading below grade level and off cohort, so rigorous tier one instruction must be emphasized in all classes.

Perceptions

Perceptions Summary

Campus surveys and individual staff feedback indicate a disconnect between the current level of academic rigor at LCHS and preparation of students of post-secondary pursuits.	**LCHS will increase the consistency of a rigorous academic learning environment across content areas. Deep practice, close reading, and dual coded questions will be included in lessons. "Character Counts" course is being implemented through classrooms and facilitated by campus counselors.**
Calibration in the planning and delivery of instruction among content teams is a noticeable concern on campus.	All subject area teams must meet on a weekly basis and plan together to discuss needs of individual students, disaggregate and analyze data, construct common assessments, research best teaching practices and share instructional strategies. Common planning times will continue to be provided and minutes will be submitted to the content area administrator by the Department chair. Content area administrators will attend subject are meets and provide resources as necessary. Think Tank Thursday is utilized as appropriate by teams to support team professional development needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students do not feel a connection to LCHS, and therefore are not fully engaged in their academic learning. Students are not setting personal goals for themselves. **Root Cause:** Lack of student on boarding for students. A disconnect between staff and students.

Priority Problem Statements

Problem Statement 1: Our site based decision committee composed of teachers, parents, community members, and administration reviewed data from the 2022 - 2023 EOC tests. Students showed little to no growth in the masters and minimal growth in approaches and meets.

Root Cause 1: Student attendance and lack of rigorous instructional strategies may play a role in the lack of growth. Students are still showing instructional gaps from virtual learning.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students taking the ELA 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 58% or above in meets, and 15% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 75% or above in approaches, 58% or above in meets, and 12% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 32% or above in meets, and 10% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 1: LCHS will utilize MAP, common and formative assessments data to track student progress and mastery.

Evaluation Data Sources: MAP Universal Screener
Unit Assessments
Interim Assessments
EOC test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet daily to discuss student data, teaching strategies and plans for upcoming units of study to design effective Tier 1 instruction. Teachers will utilize the PLC protocol to have TEKS driven discussions that will help the team formulate plans to address students who have not mastered the content and increase rigor for those who have demonstrated mastery.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will demonstrate growth on overall raw scores on EOC. **Staff Responsible for Monitoring:** Teachers Instructional Coaches Testing Coordinator Administrators Department Champions **TEA Priorities:** Improve low-performing schools	25%	50%	

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Administrators and Instructional Coaches will meet weekly to discuss classroom observations and attend PLC planning with the intention to observe the use of high yield instructional strategies to focus on differentiation and rigor in the classroom for all students to meet their instructional needs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use the 4 essential questions with in the PLC process to increase student achievement/growth on formative and summative assessments. Instructional strategies and quality planning will be observed through PLC's, instructional rounds, and walk-through observations. **Staff Responsible for Monitoring:** Department Champion Administrators Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Title I Funded Instructional Coach - 211 Title I, Part A - $84,681	25%	50%	

Strategy 3 Details	**Formative Reviews**		
Strategy 3: All students who were not successful on any EOC test will be placed in specialized intervention groups to receive additional support weekly beginning the 2nd six weeks. These students will also receive at least 30 hours of accelerated learning opportunities per content are in which they were unsuccessful at achieve approaches.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Based on data collected, students will receive a more specific level of instruction that provides additional attention, focus, and support, by adjusting the pace of the lesson to meet students' needs. An increase in student achievement/growth on formative and summative assessments. Increase parent communication to build solid support systems. **Staff Responsible for Monitoring:** Math Teachers Science Teachers English Teachers Social Studies Teachers Department Champions Counselors Administrators Instructional Team Master List Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra Duty Pay - 211 Title I, Part A - $10,000	25%	50%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Co-teaching teams and teachers will be provided at least one opportunity to attend appropriate professional development to	Formative		
enhance their ability to improve Tier I and support research based instruction and their effectiveness of supporting Special Education students , 504 students and EB students in the classroom.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will utilize the most effective differentiated instructional strategies in the classroom on a daily basis. Instructional strategies will be observed through PLC's, instructional rounds, and walk-throughs/observations. **Staff Responsible for Monitoring:** Teachers Instructional Coaches EB Specialist Special Education Master List Teachers Administrators **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	N/A	N/A	

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 1: Students taking the ELA 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 58% or above in meets, and 15% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 75% or above in approaches, 58% or above in meets, and 12% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 32% or above in meets, and 10% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 2: Students achievement on the STAAR/EOC test will increase by at least 5% in all sub pops category in the meets performance area.

Evaluation Data Sources: Unit Assessments
Interim Assessments
EOC test scores
TELPAS
NWEA MAP test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize MTSS process to provide Tier 2 academic intervention support to all students who did not pass the STAAR/EOC. Each student will be assigned tutorials in the classroom to receive additional support before or after school.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will receive instruction that focuses on, but not limited to, scaffolding with native language, use of visuals, high order thinking questions, constructive goals setting and feedback and Tier 1 lesson pre-teach vocabulary and use of differentiated sentence stems. Students will be provided additional opportunities for tailored interventions during Mustang Learning Center to increase EOC pass rate and improve listening, speaking reading and writing on TELPAS. **Staff Responsible for Monitoring:** EB Teachers PLC Teams Administrators Instruction Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies & Materials-General - 211 Title I, Part A - 6399 - $10,000, Extra Duty Pay - 211 Title I, Part A - 6118 - $10,000	N/A	N/A	

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Instructional staff and Emergent Bilingual para-professionals will be provided the opportunity to attend at least one EB training to enhance their ability to improve Tier I instruction and effectiveness utilizing researched based sheltered instructional strategies for all EB students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve students ability to building a broad vocabulary base to increase attention to vocabulary instruction across the curriculum so students become effective English readers, writers, speakers, and listeners. **Staff Responsible for Monitoring:** EB Teachers PLC Teams Administrators Instructional Coaches **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and materials for EB students - 199 PIC 25 State Bilingual/ESL - $3,000	N/A	N/A	

Strategy 3 Details	**Formative Reviews**		
Strategy 3: General Education and Inclusion teaches will meet weekly during PLC to discuss student progress and develop a plan to effectively assist the student with IEP goals and classroom objective mastery. Both teachers will track student accommodations with fidelity and track student progress every 6 weeks.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will receive fair and appropriate education that will allow the special education student to demonstrate mastery of goals at 70% or higher. Reduce Special Education student failure rate. **Staff Responsible for Monitoring:** Master List Teacher Inclusion Teacher PLC Team Administrators Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: Students taking the ELA 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 58% or above in meets, and 15% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 75% or above in approaches, 58% or above in meets, and 12% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 32% or above in meets, and 10% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 3: LCHS will work to improve the current rating in Closing the Gaps specifically in reference to Targeted Support and Improvement in the content area of reading and math in all sub pops to meet or exceed the expected rating target.

> **High Priority**

> **Evaluation Data Sources:** Closing the Gap TEA Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Specific students who have not met graduation requirements of passing the EOC/STAAR standard will be identified and provided targeted tutorials and enrichment opportunities.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will meet standard and LCHS will meet or exceed targeted goals. **Staff Responsible for Monitoring:** Math, English, Science, Social Studies Teacher Instructional Staff Special Education Master List Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Teachers - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $128,536, Tutoring personnel and supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $18,227.57	25%	50%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: At least 88% percent of annual graduates will meet one or more indicators for CCMR.

*See the complete list of student group goal targets in the addendum titled "CCMR 5-year Goal Targets by Student Groups"

Performance Objective 1: LCHS will ensure the students in the graduating class are exposed to equitable and rigorous curriculum that provides opportunities to enhance problem solving and communication skills, as well as, use effective critical thinking skills to earn industry certifications and/or successfully complete college preparatory programs. At least 88% percent of annual graduates will meet one or more indicators for CCMR.

HB3 Goal

Evaluation Data Sources: Results will be measured by the TEA Career, College, and Military Readiness accountability metrics.
Completion of AP/Dual/On-Ramps courses
Texas College Bridge Program
Enlist in Military
SAT/ACT/TSIA Tests Results
CTE Certifications
EOC Mastery
Summer Texas College Bridge Program

Strategy 1 Details	Formative Reviews		
Strategy 1: College and Career Facilitator will maintain and disseminate information on students' college readiness. Students who are not considered college ready will be enrolled in Texas College Bridge and/or encouraged by the Dual Credit Coordinator or AP Coordinator to enroll in advanced academic courses. The College Career Facilitator will also assist faculty with locating specialized resources in intervention strategies to increase student success on college placement standardized exams, increase AP exam scores, and successful completion of industry based certifications.	**Formative**		
	Nov	**Feb**	**June**
	20%	50%	
Strategy's Expected Result/Impact: Provide students with specialized interventions to increases standardized test scores, earn industry based certifications, and increase overall readiness, **Staff Responsible for Monitoring:** College and Career Facilitator Dual Credit Coordinator AP Coordinator Counselors Administrators **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate with all stakeholders the opportunities for students to meet CCMR readiness, AP/Dual opportunities, as well as, GPA calculation, and graduation requirements via SchooLinks, Skylerts, Canvas, campus parent meetings (at least 4 per year), campus signage, mini-college fairs, social media, campus website, official CCMR website, and community newsletter weekly.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase communication of the requirements and enrollment in Advanced Placement (AP), Dual Credit, SAT, Texas Success Initiative (TSI) assessment results, On-Ramps, Texas College Bridge, graduation requirements , EOC mastery and Level I and Level II certificates, Graduated with completed IEP and workforce readiness Special Education with advance diploma plan **Staff Responsible for Monitoring:** College and Career Facilitator Administrators Dual Credit Coordinator AP Coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** Polaris Program (supplies and materials), AP/Dual credit fees - 211 Title I, Part A - 6118 - $30,000	N/A	N/A	

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional coaches will share high level instructional strategies during professional development at What Works Wednesday, teacher coaching meetings, and PLC. They will focus on strategies such as Blooms 2 questioning, student discourse strategies and real world application activities to increase student engagement and readiness as reflected in the lesson plans.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student critical thinking and problem solving skills, academic achievement, discourse fluency (reading, writing, listening, and speaking), and all formal/informal assessments scores. **Staff Responsible for Monitoring:** Teachers Instructional Coaches Administrators PLC Teams **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	25%	50%	

Strategy 4 Details	Formative Reviews		
Strategy 4: AP/DC teachers will participate in monthly professional learning community meetings during the spring semester that focuses on developing and writing an interdisciplinary curriculum that creates opportunities for underrepresented students (African American / Hispanic, low SES students) to transition into AP, dual credit, and OnRamps courses.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase teachers knowledge and preparedness of curriculum expectations and goals. Focus to increase underrepresented student enrollment in AP, dual credit, and OnRamps courses by participating in essential protocols and providing detailed agendas. **Staff Responsible for Monitoring:** AP/DC Cohort Chair Instructional Team Admin Team **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college	25%	50%	

Strategy 5 Details	Formative Reviews		
Strategy 5: All students will have access to current technology such as laptop carts, laptops, computers, or iPads during instructional time to utilize applications that enhance academic readiness.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will have access to a laptop, computer, or iPad in every classroom to utilize websites, apps, production software, project based learning opportunities, Edgenuity, as well as, collaborate to enhance their understanding of the curriculum and build capacity to increase student engagement and academic success. Teachers will utilize technology to design lesson planning and enhance their PLC experience. **Staff Responsible for Monitoring:** Support Service Personnel Curriculum & Instruction Librarian Administrators Technology Teachers Instructional Coaches **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Technology Teacher - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $12,632, Technology Supplies - 211 Title I, Part A - 6393 - $32,012.06, Technology and software for EB students - 199 PIC 25 State Bilingual/ESL - $4,320	25%	50%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Alpha Assistant Principals and Counselor teams will meet regularly to review student failure lists, transcripts and student graduation plans to ensure students are in the correct classes and to identify endorsement completers.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase awareness of student academic needs. Increase communicating with students and parents to ensure students remain on cohort to graduate. **Staff Responsible for Monitoring:** Counselors Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college	25%	50%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: LCHS will recruit, develop, and retain at least 95% of highly qualified and effective personnel.

Performance Objective 1: LCHS will continue to promote a positive culture by recognizing, celebrating and motivating staff, students and parents throughout the year with incentives and activities, that support the climate and academic success of the school.

Evaluation Data Sources: Staff retention rate will increase and students will have access to highly qualified staff and high quality instruction. Recognize staff members on a monthly basis through staff member/department of the month, spirit days and other campus celebrations. Show staff and students appreciation by providing incentives and activities to celebrate perfect attendance, academic success, honor roll, etc. Show parents recognition and appreciation through school related events. Promote growth mind-set, positive thinking and highlight instructional best practices at campus planning meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: First year teachers will be provided a comprehensive professional development plan and also be paired with an on-campus mentor teacher.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: New teachers will learn best practices to enhance instruction and have opportunities to participate in professional development. New teachers will have a successful first year and will want to return the next year. **Staff Responsible for Monitoring:** Instructional Coaches Administrator **Title I:** 2.6	N/A	N/A	
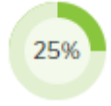
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will be provided opportunities to participate in campus, district, local, city, state and national professional development focused on leadership development, guidance and counseling, social emotional health, data analysis, PLC, classroom management, PBIS, EB, Special Education and/or best practices for maximizing student achievement.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Staff members will be given the opportunity to grow in areas that they feel are beneficial to them and students. Staff members will return and share strategies with colleagues, thereby building capacity at the campus level. Teachers will be expected to complete 8 hours of professional development by TBD. **Staff Responsible for Monitoring:** Instructional Coaches Testing Coordinator Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Travel & Subsistence-Employee - 211 Title I, Part A - 6411 - $40,500, Contracted Services-Misc - 211 Title I, Part A - 6299 - $20,000	25%	35%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: By May 2024, LCHS will improve the participation and grade by 10% on the Campus Climate Survey.

Performance Objective 1: Promote a safe and healthy environment to support the academic success of each student, giving them the opportunity to learn and achieve in a safe and nurturing setting.

Evaluation Data Sources: Climate Survey
Wellness Survey (Character Counts)
CTE Industry Certification
EOS Survey
Academic goal setting with students (Schoolinks/MAP scores)
School Safety Assessment
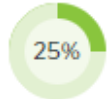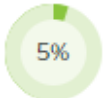
Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will meet with one another once per month to formulate a plan to implement Character Counts with lessons/activities for students and staff to build relationships.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement, decrease discipline referrals and absenteeism. Support students social-emotional well being by utilizing HGI and social workers. Support teachers by providing a tranquil place to regroup during the school day. (Zen zone) **Staff Responsible for Monitoring:** Counselors Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals	N/A	N/A	

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be provided the opportunity to meet with clubs and organizations and participate in community service projects and extend their learning through field trips through the school year to promote a sense of belonging and care for their learning experiences and learning environment.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will build relationships with one another and staff members to the home school connection and create a school family ultimately promoting positive social and emotional health. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Travel and Subsistence-Student - 211 Title I, Part A - 6412 - $7,500, Miscellaneous Cost-Bus Expenses - 211 Title I, Part A - 6494 - $1,000	25%	50%	

Strategy 3 Details	Formative Reviews

Strategy 3: Parent Liaison will provide parent involvement opportunities to help promote parent family engagement.	Formative		
Strategy's Expected Result/Impact: Parents will have an opportunity to be more interactive with school personnel. **Staff Responsible for Monitoring:** Administration Parent Liaison **Funding Sources:** Parent Liasion - 211 Title I, Part A - $65,506.94	Nov	Feb	June
	25%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: LCHS will promote and provide a safe and secure environment for staff and students to teach and learn 100% of the time.

Performance Objective 1: The percentage of students in violation of the Student Code of Conduct will decrease by at least 25%.

Evaluation Data Sources: Discipline Reports
Student Incident Reports
Student Achievement
Student Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: LCHS will implement Character Counts and utilize solution focused strategies to promote relationship building, restorative practices to alter negative behavior choices, and assist with social emotional health.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student achievement will increase. Drop out rate and failure rate will decrease. Increase campus morale and create a positive learning environment. Assist students with suicide prevention, conflict resolution, and violence prevention. **Staff Responsible for Monitoring:** Staff Counselors Administrators	N/A	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Administrators will respond to discipline referrals within 48 hours, as well as, monitor data to share student concerns at weekly meetings.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Ensure the campus leadership team is aware of student concerns so that we can collaborate about how to meet and support student needs. **Staff Responsible for Monitoring:** Leadership Team Counselors	25%	50%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will utilize the (3-step) Minor Offense form to document student behaviors with the intent to work collaboratively with the student and parents to develop a plan of action to correct student Level 1 classroom misbehaviors.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers and families will build respectful relationships for the students' benefit. Students will make better choices and teachers will have the opportunity to maximize instructional time. **Staff Responsible for Monitoring:** Teachers Administrators Counselors	N/A	5%	

Strategy 4 Details	Formative Reviews

Strategy 4: LCHS staff will make contact with parents by making telephone calls or sending emails daily to improve and maintain an average attendance rating of 96% or higher.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student achievement will increase. Drop out rate and failure rate will decrease. Parents will be invited to a conference if students are not meeting the attendance expectations. **Staff Responsible for Monitoring:** Attendance Clerk Credit Restoration Aide Teachers Administrators **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Credit Restoration Aide - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $29,351, Utilizes-Telephone/Fax - 211 Title I, Part A - 6256 - $17,000	25%	45%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: LCHS will promote and provide a safe and secure environment for staff and students to teach and learn 100% of the time.

Performance Objective 2: Safety and Security guidelines will be followed with 100% fidelity to ensure students and staff are able to be productive in a safe learning environment.

Evaluation Data Sources: SRP Reports
Campus SRO reports and observations

Strategy 1 Details	Formative Reviews		
Strategy 1: The security team will host drills monthly to practice Standard Response Protocols and meet monthly to discuss updates about campus needs. Once the drill is complete, the safety team will debrief to review best practices.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Create a collaborative environment focused on safety and implementing expectation with fidelity campus wide. **Staff Responsible for Monitoring:** Safety and Security Team Administrators	25%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: All guests/volunteers must sign in through Raptor in the main office with the front office receptionist.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Prevent the occurrence of unwanted visitors. Identity those who flag an alert in the system. **Staff Responsible for Monitoring:** Administrator Front Office Staff	25%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

State Compensatory

Budget for Lamar High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.01
Brief Description of SCE Services and/or Programs

Personnel for Lamar High School

Name	Position	FTE
Amber Lawshe Mullen	Social Studies Teacher	0.14
Angelica Trevino	College and Career Facilitator	0.53
Cynthia Simien	Health Science Teacher	0.14
Diana Velasquez	Math Teacher	0.14
Guillermo Zarate	Math Teacher HS	0.28
Karina Simoneaux	English Teacher	0.5
Melanie Martinez	Science Teacher	0.14
Myesha Quiett	Credit Restoration Aide	1
Richard Bailey	Science Teacher HS	0.14

Title I Personnel

Name	Position	Program	FTE
Erlinda Santiago	Parent Educator	Title I	1.0
Margot Merek	Instructional Coordinator	Title I	1.00

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sierra King	Principal
Administrator	Leslie Crawley	Title I Contact
Non-classroom Professional	Angelica Trevino	College and Career Representative
Administrator	Vanessa McClain	Assistant Principal
Non-classroom Professional	Kaleigh Herrera	Counselor Team Representative
Classroom Teacher	Tommy Oliver	Social Studies Dept Representative
Classroom Teacher	Ambria Johnson	PVA Dept Representative
Classroom Teacher	Barry Vannauker	Science Dept Representative
Classroom Teacher	Yolanda Sinegal	Athletics Dept Representative
Classroom Teacher	Jessica Raynor	LOTE Dept Representative
Classroom Teacher	Karina Simoneaux	ESL Department Representative
Parent	Dawnyell Gallien	Member
Classroom Teacher	Juddy Durham	Special Education Representative
Classroom Teacher	Shawna Zak	English Department Representative
Administrator	Eugenia Antoine	Assistant Principal
Classroom Teacher	Richard Bailey	Science Team Representative
Administrator	Aisha Montanez	Assistant Principal
Non-classroom Professional	Linda Duran	Parent Liasion

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Title I Funded Instructional Coach		$84,681.00
1	1	3	Extra Duty Pay		$10,000.00
1	2	1	Extra Duty Pay	6118	$10,000.00
1	2	1	Supplies & Materials-General	6399	$10,000.00
2	1	2	Polaris Program (supplies and materials), AP/Dual credit fees	6118	$30,000.00
2	1	5	Technology Supplies	6393	$32,012.06
3	1	2	Contracted Services-Misc	6299	$20,000.00
3	1	2	Travel & Subsistence-Employee	6411	$40,500.00
4	1	2	Miscellaneous Cost-Bus Expenses	6494	$1,000.00
4	1	2	Travel and Subsistence-Student	6412	$7,500.00
4	1	3	Parent Liasion		$65,506.94
5	1	4	Utilizes-Telephone/Fax	6256	$17,000.00
				Sub-Total	$328,200.00
				Budgeted Fund Source Amount	$328,200.00
				+/- Difference	$0.00
			199 PIC 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutoring personnel and supplies		$18,227.57
1	3	1	Teachers		$128,536.00
2	1	5	Technology Teacher		$12,632.00
5	1	4	Credit Restoration Aide		$29,351.00
				Sub-Total	$188,746.57
				Budgeted Fund Source Amount	$188,746.57
				+/- Difference	$0.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies and materials for EB students		$3,000.00
2	1	5	Technology and software for EB students		$4,320.00
				Sub-Total	$7,320.00
				Budgeted Fund Source Amount	$7,320.00
				+/- Difference	$0.00
				Grand Total Budgeted	$524,266.57
				Grand Total Spent	$524,266.57
				+/- Difference	$0.00

Addendums

Texas Education Agency
PDM1-120-009
v22.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus Level Data
Campuses / All Campuses
2021 - 2022 Fall Collection, Resubmission

Monday 01/24/2022 8:41 AM
Page 1 of 88

LEA: 079901 - LAMAR CISD
Campus: 079901001 - LAMAR CONS H S

ENROLLMENT BY GRADE

	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	497	28.06%
GRADE 10	413	23.32%
GRADE 11	467	26.37%
GRADE 12	394	22.25%
TOTAL	1,771	100.00%

ENROLLMENT BY SEX

	Count	%Enroll
MALE	918	51.84%
FEMALE	853	48.16%
TOTAL	1,771	100.00%

ADA ELIGIBILITY

	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.11%
"1" ELIGIBLE FOR FULL DAY	1,742	98.36%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	9	0.51%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	18	1.02%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	1,771	100.00%

	Count	%Enroll
LEP	244	13.78%
IMMIGRANT	9	0.51%
ECONOMIC DISADVANTAGE	1,169	66.01%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	23	1.30%
DYSLEXIA	47	2.65%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT 1771

ENROLLMENT BY ETHNICITY

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.23%	0.23%
ASIAN	103	5.82%	5.82%
BLACK/AFRICAN AMER.	455	25.69%	25.69%
HISPANIC/LATINO	970	54.77%	54.77%
WHITE	213	12.03%	12.03%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	26	1.47%	1.47%
TOTAL	1,771	100.00%	100.00%

MIGRANTS

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.19%	0.06%
ASIAN	33	6.24%	1.86%
BLACK/AFRICAN AMER.	96	18.15%	5.42%
HISPANIC/LATINO	361	68.24%	20.38%
WHITE	34	6.43%	1.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	0.76%	0.23%
TOTAL	529	100.00%	29.87%

ELIGIBLE FOR FREE/REDUC MEALS

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	17	2.66%	0.96%
BLACK/AFRICAN AMER.	206	32.19%	11.63%
HISPANIC/LATINO	366	57.19%	20.67%
WHITE	47	7.34%	2.65%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	0.63%	0.23%
TOTAL	640	100.00%	36.14%

BILINGUAL

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	15	7.11%	0.85%
BLACK/AFRICAN AMER.	5	2.37%	0.28%
HISPANIC/LATINO	181	85.78%	10.22%
WHITE	10	4.74%	0.56%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	211	100.00%	11.91%

Alternative Language Program

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	7.69%	0.11%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	23	88.46%	1.30%
WHITE	1	3.85%	0.06%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	26	100.00%	1.47%

GIFTED & TALENTED

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	11	12.09%	0.62%
BLACK/AFRICAN AMER.	15	16.48%	0.85%
HISPANIC/LATINO	43	47.25%	2.43%
WHITE	22	24.18%	1.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	91	100.00%	5.14%

This report displays the data for the FALL 2021 - 2022 Resubmission that was accepted by the ESC on 01/20/2022 05:07 PM.

Texas Education Agency
PDM1-120-009
v22.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus Level Data
Campuses: All Campuses
2021 - 2022 Fall Collection, Resubmission

Monday 04/24/2022 8:41 AM
Page 2 of 88

LEA: 079901 - LAMAR CISD
Campus: 079901001 - LAMAR CONS H S

TITLE I, PART A

	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	1,771	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,771	100.00%

HOMELESS/UNACCOMPANIED YOUTH

	Count	%Enroll
HOMELESS	43	2.43%
UNACCOMPANIED YOUTH CODE 3	16	0.90%
UNACCOMPANIED YOUTH CODE 4	27	1.52%
UNACCOMPANIED YOUTH TOTAL	43	2.43%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.10%	0.06%
ASIAN	40	4.15%	2.26%
BLACK/AFRICAN AMER.	215	22.28%	12.14%
HISPANIC/LATINO	624	64.66%	35.23%
WHITE	79	8.19%	4.46%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	0.62%	0.34%
TOTAL	965	100.00%	54.49%

SPECIAL EDUCATION

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	1.15%	0.17%
BLACK/AFRICAN AMER.	84	32.18%	4.74%
HISPANIC/LATINO	132	50.57%	7.45%
WHITE	39	14.94%	2.20%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	1.15%	0.17%
TOTAL	261	100.00%	14.74%

PK PROGRAM CODE

	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE

	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE

	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	46
College, Career and Military Readiness	45
Graduation Rate	95
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 71.3%)	46
Closing the Gaps % of Indicators Met	
Academic Achievement Status	53%
Growth Status	N/A
Graduation Status	88%
English Language Proficiency Status	0%
Student Success Status	60%
School Quality Status	40%
% Participation (All Tests)	
2018-19	99%
2020-21	95%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2020-21 School Report Card
LAMAR CONS H S (079901001)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: LAMAR CISD
Campus Type: High School
Total Students: 1,784
Grade Span: 09 - 12

For more information about this campus, see https://TXschools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about LAMAR CONS H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	97.6%	98.9%	98.3%
Enrollment by Race/Ethnicity			
African American	25.3%	20.5%	12.7%
Hispanic	55.2%	42.4%	52.9%
White	12.1%	26.2%	26.5%
American Indian	0.1%	0.3%	0.3%
Asian	5.8%	7.2%	4.7%
Pacific Islander	0.1%	0.2%	0.2%
Two or More Races	1.5%	3.2%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	71.3%	50.5%	60.3%
Special Education	14.7%	13.4%	11.1%
Emergent Bilingual/EL	11.8%	15.6%	20.7%
Mobility Rate (2019-20)	15.0%	11.5%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	9.8	12.3	15.7
Foreign Languages	11.3	12.6	17.8
Mathematics	10.2	12.6	16.9
Science	9.3	12.9	17.9
Social Studies	9.8	13.4	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Expenditure Ratio	n/a	69.4%	63.8%
Instructional Staff Percent	n/a	67.4%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,615	$9,989	$10,406
Instruction	$5,679	$6,357	$5,929
Instructional Leadership	$89	$102	$173
School Leadership	$565	$542	$620

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	78%	**73%**	72%	70%	84%	*	89%	-	92%	67%
	2019	78%	85%	**76%**	71%	74%	86%	*	94%	-	94%	73%
ELA/Reading	2021	68%	78%	**68%**	66%	65%	79%	-	85%	-	100%	61%
	2019	75%	83%	**64%**	59%	61%	80%	*	88%	-	85%	59%
Mathematics	2021	66%	78%	**65%**	66%	60%	80%	-	89%	-	83%	61%
	2019	82%	88%	**84%**	79%	85%	86%	-	100%	-	100%	83%
Science	2021	71%	80%	**82%**	86%	77%	91%	-	91%	-	80%	76%
	2019	81%	87%	**84%**	80%	83%	93%	*	95%	-	100%	84%
Social Studies	2021	73%	81%	**87%**	78%	89%	93%	*	100%	-	*	84%
	2019	81%	85%	**87%**	85%	84%	96%	-	100%	-	100%	83%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	53%	**49%**	45%	44%	67%	*	77%	-	75%	41%
	2019	50%	60%	**52%**	48%	48%	74%	*	83%	-	77%	48%
ELA/Reading	2021	45%	56%	**51%**	48%	46%	66%	-	74%	-	91%	43%
	2019	48%	58%	**44%**	40%	38%	68%	*	81%	-	62%	39%
Mathematics	2021	37%	50%	**25%**	18%	20%	46%	-	68%	-	50%	18%
	2019	52%	64%	**56%**	49%	56%	65%	-	75%	-	80%	55%
Science	2021	44%	55%	**54%**	53%	48%	74%	-	83%	-	60%	46%
	2019	54%	64%	**58%**	53%	53%	81%	*	86%	-	83%	53%
Social Studies	2021	49%	61%	**67%**	60%	65%	83%	*	91%	-	*	62%
	2019	55%	63%	**65%**	61%	59%	88%	-	86%	-	91%	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	26%	**16%**	13%	13%	25%	*	31%	-	29%	12%
	2019	24%	32%	**18%**	14%	14%	31%	*	49%	-	26%	13%
ELA/Reading	2021	18%	26%	**11%**	7%	10%	19%	-	19%	-	27%	8%
	2019	21%	29%	**7%**	5%	3%	17%	*	27%	-	23%	3%
Mathematics	2021	18%	26%	**5%**	4%	5%	3%	-	16%	-	17%	4%
	2019	26%	36%	**29%**	24%	28%	40%	-	75%	-	20%	27%
Science	2021	20%	27%	**19%**	18%	14%	33%	-	39%	-	20%	13%
	2019	25%	32%	**20%**	17%	14%	38%	*	59%	-	0%	14%
Social Studies	2021	29%	40%	**41%**	34%	37%	59%	*	91%	-	*	35%
	2019	33%	41%	**32%**	25%	28%	52%	-	66%	-	45%	26%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	92%	**95%**	95%	95%	96%	*	100%	-	96%	95%
	2019	99%	100%	**99%**	99%	99%	100%	*	100%	-	92%	99%
ELA/Reading	2021	89%	92%	**95%**	95%	95%	96%	-	100%	-	92%	96%
	2019	99%	100%	**99%**	99%	99%	100%	*	100%	-	81%	99%
Mathematics	2021	88%	92%	**96%**	95%	97%	96%	-	100%	-	100%	96%
	2019	100%	100%	**99%**	100%	99%	100%	-	100%	-	100%	99%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2020-21 School Report Card

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	0.5%	**1.2%**	1.6%	1.3%	0.4%	*	0.0%	*	0.0%	1.1%
2018-19	1.9%	0.8%	**1.1%**	0.8%	1.3%	0.8%	0.0%	0.0%	*	2.6%	1.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	95.5%	**92.0%**	92.2%	89.5%	96.2%	*	100.0%	-	100.0%	90.0%
Graduates, TxCHSE, & Cont	94.6%	98.1%	**95.3%**	93.9%	94.5%	98.1%	*	100.0%	-	100.0%	94.8%
Class of 2019											
Graduated	90.0%	95.1%	**91.8%**	89.6%	90.6%	96.6%	-	95.7%	-	100.0%	91.1%
Graduates, TxCHSE, & Cont	94.1%	97.5%	**96.0%**	94.8%	94.8%	100.0%	-	100.0%	-	100.0%	95.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	96.2%	**93.2%**	91.7%	92.7%	96.6%	-	95.7%	-	90.9%	91.7%
Graduates, TxCHSE, & Cont	93.9%	97.6%	**95.8%**	94.8%	94.2%	100.0%	-	100.0%	-	100.0%	94.7%
Class of 2018											
Graduated	92.2%	96.3%	**94.6%**	95.4%	92.6%	97.7%	-	100.0%	-	100.0%	94.1%
Graduates, TxCHSE, & Cont	93.9%	97.2%	**95.7%**	95.4%	94.7%	97.7%	-	100.0%	-	100.0%	95.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	96.6%	**94.9%**	95.4%	93.1%	97.8%	-	100.0%	-	100.0%	94.6%
Graduates, TxCHSE, & Cont	93.9%	97.1%	**95.7%**	95.4%	94.7%	97.8%	-	100.0%	-	100.0%	95.1%
Class of 2017											
Graduated	92.4%	97.1%	**94.3%**	95.0%	92.8%	94.6%	*	100.0%	-	*	92.9%
Graduates, TxCHSE, & Cont	93.7%	97.4%	**94.8%**	95.0%	93.4%	96.4%	*	100.0%	-	*	93.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	95.2%	**91.8%**	92.2%	89.1%	96.2%	*	100.0%	-	100.0%	90.0%
Class of 2019	90.0%	94.5%	**90.4%**	87.8%	89.2%	96.6%	-	95.7%	-	90.9%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	**-**	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	90.8%	**85.7%**	81.1%	83.2%	96.0%	*	100.0%	-	100.0%	80.6%
Class of 2019	87.6%	88.8%	**85.1%**	81.0%	83.9%	87.5%	-	100.0%	-	90.0%	82.0%
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	61.3%	**45.1%**	37.4%	37.3%	68.6%	*	78.6%	-	80.0%	37.1%
2018-19	72.9%	73.0%	**60.4%**	60.1%	54.4%	69.8%	-	81.8%	-	70.0%	53.8%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	96.5%	**93.6%**	96.3%	89.0%	100.0%	*	100.0%	?	100.0%	89.8%
2018-19	75.0%	98.1%	**95.6%**	90.4%	95.6%	100.0%	-	100.0%	-	100.0%	93.8%
Average SAT Score											
2019-20	1019	1012	**942**	906	897	1039	-	1139	*	1053	913
2018-19	1027	1013	**929**	920	898	986	-	1060	-	925	902
Average ACT Score											
2019-20	20.2	22.6	**20.5**	20.1	*	*	-	24.1	-	-	19.9
2018-19	20.6	22.6	**20.9**	19.0	25.2	22.3	-	21.2	-	*	20.2

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.