

DSIC MEETING - 3/28/2023

Call to Order: 4:15pm

We opened the meeting with a quick icebreaker and "Good Things."

Sara Ryan introduced Ms. Christina Cottongame who is our new Chief Learning Officer.

Sara Ryan introduced Dr. Milstead as our guest speaker. Dr. Milstead works for the Administration team and oversees Truancy and Dropout Prevention.

Dr. Milstead spoke for about an hour, and you will find his PowerPoint attached to these notes. Please look through the information provided, as it will give you data about how LCISD performs with respect to graduation rates. This information is also disaggregated by color track. This information can be particularly helpful when planning vertical integration and understanding we need to follow our students from early learning through graduation.

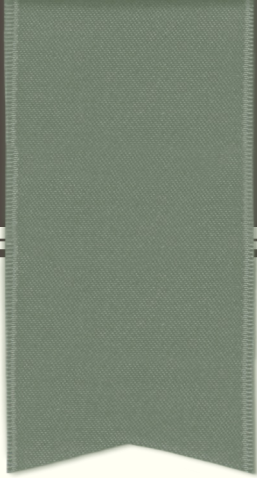
Key Points from Dr. Milstead:

- Students become graduates, other leavers, recipients of TcCHSE (GED)s, or drop-outs for a multitude of reasons. These are well outlined and described in the PowerPoint.
 - Some of the reasons discussed among the committee members:
 - Home environment
 - Help with jobs (household income) and other family responsibilities.
 - Lack of interest/success in school
 - Boredom
 - Feeling of no connection
 - The reasons as outlined in the PowerPoint:
 - Pushed Out: school related problems
 - Poor grades, attendance issues, suspensions, expulsion, or safety concerns.
 - Pulled Out: Home
 - The number #1 reasons students do not finish HS...This is heavily tied to socio-economic status of the family and student.
 - Pregnancy, Financial Concerns, Family Needs, Illness, Easier to get a GED and start making money.
 - Falling Out:
 - Changed schools and did not like new one, Did not feel as though s/he belongs, Student goes from a "Top Dog" status to no status.
- The administration has an annual summer meeting where they review information provided to them by Brian Moore. After they receive this information, they:
 - Profile the students who are on it...
 - Complete home visits or make face-to-face contact.
 - Offer the students choices: 1621, Return to school, Night School, Diploma Rebound
- Some resources mentioned:
 - WCJC and Adult Literacy Program

- WCJC has a High School GED Program that also offers a Trade program that runs concurrent with the GED program.
- Texas Connection Academy
- National Dropout Prevention Center
- Attendance Works
- Others are in the PowerPoint
- We discussed the data in the PowerPoint
 - During COVID, the numbers of dropouts increased, and 4-year graduation rates decreased.

Sara Ryan announced that Tuesday, May 2, will be our final meeting this year. Dr. Nivens has offered to have a Q&A session with the group at that meeting.

Meeting Adjourned: 5:20pm



LCISD 2022-23 UPDATES ON STUDENT GRADUATION, COMPLETIONS AND DROPOUTS

By Dr. Michael Milstead
Administrator Truancy and Dropout Prevention



Topics for discussion

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

High School Graduation!

Rewarding and fulfilling day of the school year for all!

Fun, exhilarating, excitement and surreal to students!

Completed 13 years of formal schooling!

Some were first in their family to graduate!

Career and college ready to go out and take on the world!

Bright future!





DSIC GROUP ACTIVITY

With your elbow partner, discuss some reasons in your opinion, that may cause a student to dropout of school.





Determining Student Statuses

TEA determines each student's status at each district.^a

- For those who did not return to a district, TEA determines whether the student is a **graduate, other leaver, Texas Certificate of High School Equivalency (TxCHSE) recipient, or dropout.**
- A **dropout** is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not:
 - graduate,
 - receive a TxCHSE,
 - continue school outside the public school system,
 - begin college, or
 - die.

^aStudent can have only one status at each district. Statuses are not always mutually exclusive, so a hierarchy exists to determine the status. Statuses may vary from district to district. A district is held accountable for student's leaver status in that district.

TEA DEFINITION OF DROPOUT

Annual dropout rate



Annual Dropout Rate Calculation

- The **annual dropout rate** is the percentage of students who drop out of school during one school year.
- This method produces the lowest rate of all the methods for counting dropouts.

Calculation:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Annual Dropout Rate Calculation

- TEA calculates three annual dropout rates:
 - Grades 7-8
 - Grades 9-12
 - Grades 7-12

What are the causes of student's dropping out of school?



Researcher Johnathan Doll- “Understanding Why Students Dropout of School, According to Their Own Reports” (2013)

Students Dropping out of school can be placed into a framework of one of three factors:

PUSHED OUT

PULLED OUT

FALLING OUT

Pushed factors to Dropout (school related)

Jordan et al (1994) explains a student is pushed out when adverse situations within the school environment led to consequences, ultimately resulting in dropout.

Push out consequences:

- Receiving poor grades
- Missed too much school
- Didn't have a good relationship with teacher
- Suspended numerous times
- Expelled
- Did not feel safe
- Could not keep up with schoolwork



Pulled factors to Dropout (student related)

Students may be pulled to dropout when factors “inside” the student divert them from completing school. Pulled factors have an attraction/distraction variable connected to the student.

Pulled out factors are:

- Pregnancy
- Financial worries
- Family needs
- Illness
- Thought it was easier to get a GED
- Could not work and attend school at the same time

Fall factors to dropping out (neither school nor student related)

These are factors that are least prominent however are the most difficult to solve. The student does not show significant academic progress in schoolwork and becomes apathetic or even disillusioned with school completion. Circumstances exist where the school nor the student can remediate and as a result the connections that students have with school gradually diminishes.

Fall out factors are:

- Changed schools and did not like the new one
- Did not like school
- Did not feel belonged there

DIAGNOSIS ACTIVITY

Discuss with a partner, which of the three dropout factors (push, pull, fall) do you feel is the greatest for student dropping out of school and why.



LCISD Dropout Recovery Strategies

LCISD Dropout Recovery Plan

- During the months of July and August prior to the opening of school, the TEA Annual Dropout List and Cohort TEA Preliminary Cohort document is used to identify students who have dropped out of school. (average approximately 100 -125 students on the combined list)
- Skyward profiles of these students are compiled including, name address, phone number, email address and names of siblings. Also student grades, number of credits
- Contact is made through: home visits, U.S. mail, phone calls, emails, employers, friends, family, etc.
- When contacted students are offered the opportunity to return to continue their education through: 1621, Night School, prior campus, GED or online program.

LCISD Special Sites 1621 Place



The Diploma Program is for students who are close to meeting graduation requirements. To qualify for this program, applicants must have earned a minimum of 12 credits. Students in this program attend school at 1621 Place from 8 AM - 12 PM and do not have any classes at their home campus.






Students who qualify for the Rebound Program attend classes at their home campus from 8 AM - 12 PM and 1621 Place from 12:30 PM - 4 PM. To qualify for this program, applicants must have earned a minimum of 6 credits. This option is great for students who have more requirements to complete for graduation or are involved in activities on their home campus. This program is open to students in the 10th -12th grades.



The Evening Flex Program is typically for students who are in need of a more flexible school schedule, due to work or family obligations. Students attend classes at 1621 Place Monday through Friday from 2:30 PM until 6:30 PM.



Wharton County JC Adult Literacy Program



[About Us](#) [Admissions](#) [Programs](#) [Students](#) [Employees](#) [News](#) [Community](#)

[Home Page](#) > [Admissions](#) > [Testing](#) > [GED Testing](#)

Testing

- [Testing Schedule](#)
- [Contact Us](#)
- [Disability Services](#)

TSI

- [TSI Information](#)
- [Pre-Assessment Activity](#)
- [TSIA Score Submission](#)
- [Exemptions](#)

Academic and Placement Tests

- [Advanced Placement](#)
- [Calculus Placement](#)
- [CLEP](#)
- [High School Equivalency \(GED\)](#)
- [National and Local ACT](#)
- [Pre-TASP Reading](#)
- [Proctored Exam Information](#)
- [TEAS](#)
- [WCJC Instructor Exams](#)

Professional Tests

- [TCFP](#)
- [TCEQ](#)

High School Equivalency Testing (GED)

***** GED testing has resumed at both the Richmond and Sugar Land campuses. Please see the GED website for dates available and to register.**

Make sure to arrive at least 15 minutes ahead of your appointment time, have appropriate documentation (including proof of Texas residency if needed), and limit your personal belongings to the bare minimum. ***

What's the GED® Program?

With the GED, you have more than just a test. You'll have access to [MyGED™](#), your online portal to sign up, study, schedule, check scores, and learn about jobs and college.

What is MyGED™?

MyGED™ is your start-to-finish tool for the GED® program. Built with you in mind, MyGED™ helps you take control of your life and your future by providing the flexible and convenient support you need before and after the GED test. Get started now at www.GED.com.

What's the GED® test like?

The GED® test has been updated to make sure it measures what graduating high school seniors know and what colleges and employers will expect of you. The computerized test is available in English and Spanish.

The GED test includes four (4) parts:

- Science (95 minutes; no breaks)
- Social Studies (75 minutes; no breaks)
- Reasoning Through Language Arts (155 minutes including a 10-minute break)
- Mathematical Reasoning (120 minutes)

Where can I study?

[WCJC Adult Education and Literacy](#) offers GED instruction within a supportive classroom setting. The highly-qualified teaching staff prepares students to pass their GED test and provides encouragement and support for students who wish to continue their education. Career and financial counseling services are made available during class time.

Sign up for classes with WCJC's AEL program, or sign up for MyGED™ at www.GED.com

Texas Connection Academy



Overview

Program & Curriculum

Experience

Resources



Login

Request Info

Enroll

Preparing Online School Students for Graduation

Texas Connections Academy provides in-depth support to ensure that online school students understand their graduation requirements and are well prepared for life beyond high school.

HOW MANY CREDITS ARE NEEDED TO GRADUATE HIGH SCHOOL IN TEXAS?

Students must successfully earn a minimum of 26 credits to graduate and also pass state tests. Be sure to check your school handbook for updates. The [course credits](#) required to graduate include:

- Language arts: 4 credits
- Math: 4 credits (including Algebra, Geometry, and Algebra 2)
- Science: 4 credits (including Biology, Chemistry, and Physics)
- Social studies: 4 credits (including World Geography, World History, U.S. History, and Government/Economics)
- Fine Art: 1 credit
- Health: 0.5 credit
- Physical education: 1 credit
- World Language: 2 credits



TEA Recommended Resources to Address Student Dropout

The following links include some of the available resources specifically targeted to dropout prevention and recovery.

[15 Effective Strategies for Dropout Prevention](#) (outside source)

These strategies were developed by Dr. Jay Smink, executive director of the National Dropout Prevention Center at Clemson University in association with Franklin P. Schargel.

[America's Promise Alliance](#) (outside source)

Founded by General Colin Powell, America's Promise Alliance forges strong and effective partnerships committed to seeing that children experience the fundamental resources they need to succeed at home, in school and out in the community.

[Best Practices in Dropout Prevention Study](#) (PDF)

This study, conducted by TEA to meet the requirements of House Bill 2237 passed by the Texas Legislature in 2007, identifies programs with the most potential for success in Texas, highly effective dropout prevention programs and strategies, and provides recommendations for legislative and other actions regarding dropout prevention efforts.

[Communities In Schools \(CIS\)](#)

Communities In Schools is a dropout prevention program that uses a student case management system and coordinates community resources to help students successfully learn, stay in school and prepare for life.

[Education Weekly's Diplomas Count](#) (outside source)

The annual Diplomas Count issue of Education Week, produced by the Editorial Projects in Education Research Center focuses on college readiness, provides a guide to key issues, debates and developments on the topic.

National Dropout Prevention Center

Conferences

Articles

Reports

Video's



[Who We Are](#) ▾

[Services](#) ▾

[Events](#)

[Certifications](#) ▾

[Resources](#) ▾

[Shared Materials](#) ▾

[Contact Us](#)



33rd National Dropout Prevention Conference

[Register Now](#) →

Attendance Works

School Flyers

Researched based articles

Multiple languages

Online PD

Help Banks for Parents

Attendance Works

CHRONIC ABSENCE TAKE ACTION RESOURCES RESEARCH NEWS ABOUT

Partnering with Families and Health Providers to Reduce Health-Related Absences

Learn More

Photo by Allison Shelley for EDUimages

WHY CHRONIC ABSENCE MATTERS

LEARN HOW YOU CAN TAKE ACTION

WHAT WORKS TO REDUCE CHRONIC ABSENCE

Data...Data...Data

Dropouts

Graduates

Retainers

Discipline

Course Selection



LCISD Dropout/Graduation Summary 2018-2021

	DISTRICT					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate	
2020-2021	1.0%	1.0%	94.4%	96.8%	96.4%	
2019-2020	0.3%	0.5%	95.5%	96.2%	96.6%	
2018-2019	0.2%	0.8%	95.1%	96.3%	97.1%	

Dropout/Graduation Summary by Color Track 2018-2021

BLUE TRACK					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
2020-2021	0.6%	0.9%	92.9%	93.2%	93.9%
2019-2020	0.3%	1.2%	92.0%	93.2%	94.9%
2018-2019	0.1%	1.1%	91.8%	94.6%	94.3%
RED TRACK					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
2020-2021	1.5%	2.0%	88.0%	95.8%	93.5%
2019-2020	0.2%	0.8%	93.6%	93.3%	93.4%
2018-2019	0.3%	1.4%	91.7%	93.2%	95.1%
GOLD TRACK					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
2020-2021	0.5%	0.5%	96.7%	98.4%	99.8%
2019-2020	0.4%	0.1%	97.4%	99.8%	98.5%
2018-2019	0.4%	0.3%	98.2%	98.1%	98.0%

Dropout/Graduation by Color Tracks 2018-2021

MAROON TRACK					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
2020-2021	0.4%	0.7%	96.5%	99.3%	98.0%
2019-2020	0.1%	0.2%	98.5%	97.9%	98.6%
2018-2019	0.1%	0.5%	97.3%	98.6%	99.7%
PURPLE TRACK					
Year	Drop-Out 7-8	Drop-Out 9-12	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
2020-2021	2.2%	0.3%	98.9%	96.6%	
2019-2020	0.5%	0.0%	94.9%		
2018-2019	0.1%	0.6%			

Texas Education Agency
2022 Graduation Rate
LAMAR CISD (079901) - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	94.4%	95.5%	91.8%	97.2%	100.0%	96.6%	100.0%	94.0%	93.0%	84.9%	81.0%
# Graduated	2,361	547	964	623	6	169	5	47	1,121	124	175
Total in Class	2,500	573	1,050	641	6	175	5	50	1,205	146	216
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	96.8%	97.1%	95.9%	97.5%	90.9%	99.4%	*	96.2%	95.0%	92.8%	92.3%
# Graduated	2,297	508	970	594	**	162	*	51	991	141	180
Total in Class	2,372	523	1,011	609	**	163	*	53	1,043	152	195
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	96.4%	95.9%	94.8%	98.1%	*	99.5%	*	97.8%	93.7%	90.8%	84.1%
# Graduated	2,106	417	842	618	*	181	*	45	792	129	159
Total in Class	2,184	435	888	630	*	182	*	46	845	142	189
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.9%	0.9%	1.3%	0.4%	4.0%	0.5%	0.0%	1.1%	1.5%	1.3%	2.7%
% Dropped Out - Conversion	91.0%										
# Dropped Out	101	21	61	11	1	4	0	3	80	12	33
# of Students	11,020	2,435	4,702	2,799	25	779	15	265	5,449	900	1,221

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

- Indicates there are no students in the group.

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

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

Texas Education Agency
2022 Graduation Rate
FOSTER H S (079901003) - LAMAR CISD - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	96.7%	95.2%	98.6%	96.6%	*	95.8%	*	91.7%	95.2%	91.3%	87.8%
# Graduated	470	120	146	143	*	46	*	11	180	21	36
Total in Class	486	126	148	148	*	48	*	12	189	23	41
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.4%	100.0%	98.2%	98.1%	*	98.0%	*	90.9%	96.7%	95.8%	96.4%
# Graduated	491	106	168	154	*	48	*	10	146	23	27
Total in Class	499	106	171	157	*	49	*	11	151	24	28
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.8%	100.0%	99.1%	100.0%	-	100.0%	*	100.0%	99.2%	100.0%	100.0%
# Graduated	445	92	108	180	-	53	*	**	126	21	27
Total in Class	446	92	109	180	-	53	*	**	127	21	27
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.5%	0.4%	0.3%	0.3%	0.0%	1.6%	*	1.6%	1.1%	0.0%	1.0%
% Dropped Out - Conversion	95.0%										
# Dropped Out	10	2	2	2	**	3	*	1	9	0	2
# of Students	2,077	506	671	635	**	192	*	62	827	157	196

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 Graduation Rate
LAMAR CONS H S (079901001) - LAMAR CISD - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	92.9%	94.7%	91.3%	96.5%	-	93.8%	-	83.3%	93.0%	88.1%	78.9%
# Graduated	418	108	220	55	-	30	-	5	291	37	45
Total in Class	450	114	241	57	-	32	-	6	313	42	57
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	93.2%	93.0%	91.3%	96.2%	*	100.0%	-	100.0%	92.1%	87.8%	86.7%
# Graduated	395	107	200	50	*	27	-	**	246	43	39
Total in Class	424	115	219	52	*	27	-	**	267	49	45
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	93.9%	91.7%	93.7%	96.6%	-	100.0%	-	90.9%	92.7%	92.3%	83.7%
# Graduated	356	88	178	57	-	23	-	10	191	36	36
Total in Class	379	96	190	59	-	23	-	11	206	39	43
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.9%	1.0%	1.1%	0.0%	*	0.0%	*	3.3%	1.2%	0.9%	2.3%
% Dropped Out - Conversion	91.0%										
# Dropped Out	18	5	12	0	*	0	*	1	17	2	7
# of Students	1,934	492	1,055	240	*	114	*	30	1,378	233	303

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 Graduation Rate
B F TERRY H S (079901002) - LAMAR CISD - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	88.0%	91.8%	86.6%	92.3%	*	*	-	100.0%	89.3%	72.7%	78.0%
# Graduated	447	67	335	36	*	*	-	6	352	32	39
Total in Class	508	73	387	39	*	*	-	6	394	44	50
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.8%	97.6%	95.6%	96.2%	*	*	-	*	95.0%	94.2%	95.4%
# Graduated	526	80	390	50	*	*	-	*	361	49	62
Total in Class	549	82	408	52	*	*	-	*	380	52	65
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	93.5%	94.6%	93.1%	93.9%	-	100.0%	-	100.0%	92.7%	86.4%	80.4%
# Graduated	448	53	335	46	-	6	-	8	290	51	41
Total in Class	479	56	360	49	-	6	-	8	313	59	51
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	2.0%	0.9%	2.3%	1.0%	*	0.0%	*	2.6%	2.1%	2.7%	4.1%
% Dropped Out - Conversion	80.0%										
# Dropped Out	45	3	38	2	*	0	*	1	37	8	14
# of Students	2,298	343	1,688	203	*	21	*	38	1,778	298	340

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 Graduation Rate
FULSHEAR H S (079901010) - LAMAR CISD - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	98.9%	100.0%	98.9%	98.0%	*	100.0%	*	100.0%	99.1%	90.9%	96.3%
# Graduated	361	83	94	150	*	20	*	10	108	20	26
Total in Class	365	83	95	153	*	20	*	10	109	22	27
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	96.6%	93.4%	100.0%	96.0%	*	100.0%	-	93.3%	93.7%	100.0%	81.8%
# Graduated	286	57	73	121	*	20	-	**	74	13	18
Total in Class	296	61	73	126	*	20	-	**	79	13	22
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.2%	0.3%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%
% Dropped Out - Conversion	98.0%										
# Dropped Out	4	1	3	0	0	0	0	0	2	0	0
# of Students	1,802	371	475	744	5	150	5	52	527	133	147

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

- Indicates there are no students in the group.

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

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

Texas Education Agency
2022 Graduation Rate
GEORGE RANCH H S (079901009) - LAMAR CISD - FORT BEND COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	96.5%	96.0%	94.9%	98.0%	*	97.3%	*	93.8%	95.5%	93.3%	70.7%
# Graduated	665	169	169	239	*	71	*	15	190	14	29
Total in Class	689	176	178	244	*	73	*	16	199	15	41
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	99.3%	99.4%	99.3%	99.1%	*	100.0%	*	100.0%	99.4%	92.9%	97.1%
# Graduated	599	158	139	219	*	64	*	15	164	13	34
Total in Class	603	159	140	221	*	64	*	15	165	14	35
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	98.0%	97.9%	97.7%	98.0%	*	98.8%	-	100.0%	94.6%	100.0%	84.1%
# Graduated	652	143	168	244	*	81	-	**	140	14	37
Total in Class	665	146	172	249	*	82	-	**	148	14	44
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.7%	1.1%	0.6%	0.6%	0.0%	0.3%	0.0%	0.0%	1.1%	2.4%	3.3%
% Dropped Out - Conversion	93.0%										
# Dropped Out	20	8	5	6	0	1	0	0	11	2	8
# of Students	2,954	729	846	982	5	302	6	84	979	84	246

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

- Indicates there are no students in the group.

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

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

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 LAMAR CISD (079901) - FORT BEND COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	2,414	100.0%	358,842	100.0%
By Ethnicity:				
African American	559	23.2%	44,018	12.3%
Hispanic	998	41.3%	183,306	51.1%
White	626	25.9%	103,898	29.0%
American Indian	6	0.2%	1,195	0.3%
Asian	171	7.1%	18,030	5.0%
Pacific Islander	5	0.2%	553	0.2%
Two or More Races	49	2.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	3	0.1%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	288	11.9%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	2,123	87.9%	287,316	80.1%
Special Education Graduates	195	8.1%	31,028	8.6%
Economically Disadvantaged Graduates	1,153	47.8%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	117	4.8%	32,809	9.1%
At-Risk Graduates	887	36.7%	155,884	43.4%
CTE Completers	738	30.6%	99,076	27.6%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 LAMAR CISD (079901) - FORT BEND COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.8%	96.9%	97.3%	96.0%	97.6%	97.2%	98.9%	96.6%	97.4%	95.5%	95.8%	96.6%
2019-20	98.3%	98.5%	98.9%	98.9%	98.6%	99.1%	98.8%	99.5%	99.4%	98.9%	98.3%	98.5%	99.0%
Chronic Absenteeism													
2020-21	15.0%	15.4%	7.8%	7.1%	11.2%	4.5%	8.3%	2.1%	10.6%	5.8%	14.1%	12.2%	8.9%
2019-20	6.7%	6.4%	4.6%	4.2%	5.9%	3.7%	7.1%	1.6%	3.4%	4.8%	8.3%	6.5%	3.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.1%	1.0%	1.4%	0.8%	1.3%	0.0%	0.2%	0.0%	1.1%	2.0%	1.3%	0.7%
2019-20	0.5%	0.7%	0.3%	0.1%	0.2%	0.4%	0.0%	0.0%	0.0%	2.5%	0.3%	0.2%	0.2%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.4%	0.9%	0.9%	1.3%	0.4%	4.0%	0.5%	0.0%	1.1%	2.7%	1.5%	1.3%
2019-20	1.6%	1.7%	0.5%	0.5%	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.0%	94.4%	95.5%	91.8%	97.2%	100.0%	96.6%	100.0%	94.0%	81.0%	93.0%	85.1%
Received TxCHSE	0.3%	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	2.0%	0.9%	0.2%	0.0%
Continued HS	3.9%	3.8%	3.3%	2.8%	4.9%	1.4%	0.0%	2.9%	0.0%	2.0%	12.5%	3.7%	10.4%
Dropped Out	5.8%	5.9%	2.1%	1.7%	3.1%	1.2%	0.0%	0.6%	0.0%	2.0%	5.6%	3.2%	4.5%
Graduates and TxCHSE	90.3%	90.3%	94.6%	95.5%	92.0%	97.3%	100.0%	96.6%	100.0%	96.0%	81.9%	93.2%	85.1%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	97.9%	98.3%	96.9%	98.8%	100.0%	99.4%	100.0%	98.0%	94.4%	96.8%	95.5%
Class of 2020													
Graduated	90.3%	89.9%	95.5%	96.4%	94.1%	96.7%	90.9%	97.5%	*	94.3%	87.2%	92.7%	88.9%
Received TxCHSE	0.4%	0.3%	0.2%	0.0%	0.3%	0.2%	0.0%	0.0%	*	1.9%	0.5%	0.3%	0.0%
Continued HS	3.9%	3.6%	2.4%	1.5%	3.3%	1.5%	9.1%	2.5%	*	1.9%	8.7%	3.8%	6.0%
Dropped Out	5.4%	6.1%	1.9%	2.1%	2.4%	1.6%	0.0%	0.0%	*	1.9%	3.6%	3.2%	5.1%
Graduates and TxCHSE	90.7%	90.3%	95.7%	96.4%	94.4%	96.9%	90.9%	97.5%	*	96.2%	87.8%	93.0%	88.9%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	98.1%	97.9%	97.6%	98.4%	100.0%	100.0%	*	98.1%	96.4%	96.8%	94.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	91.8%	96.8%	97.1%	95.9%	97.5%	90.9%	99.4%	*	96.2%	92.3%	95.0%	92.4%
Received TxCHSE	0.5%	0.4%	0.3%	0.0%	0.3%	0.3%	0.0%	0.0%	*	1.9%	1.0%	0.3%	0.0%
Continued HS	1.1%	1.0%	0.4%	0.6%	0.3%	0.7%	0.0%	0.0%	*	0.0%	2.6%	0.5%	0.0%
Dropped Out	6.2%	6.7%	2.5%	2.3%	3.5%	1.5%	9.1%	0.6%	*	1.9%	4.1%	4.2%	7.6%
Graduates and TxCHSE	92.7%	92.3%	97.1%	97.1%	96.2%	97.9%	90.9%	99.4%	*	98.1%	93.3%	95.3%	92.4%
Graduates, TxCHSE, and Continuers	93.8%	93.3%	97.5%	97.7%	96.5%	98.5%	90.9%	99.4%	*	98.1%	95.9%	95.8%	92.4%

Student Retention Rate by Campus/Grade for Years: 2020, 2021, 2022, 2023 for Grades: 09, 10 for 8 Campuses														
Campus	Grade	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			
		Retained	all Enrollment	Retention Rate	Retained	all Enrollment	Retention Rate	Retained	all Enrollment	Retention Rate	Retained	all Enrollment	Retention Rate	
079901001 - Lamar Cons H S	9	18	473	3.81%	6	448	1.34%	25	497	5.03%	24	481	4.99%	
079901001 - Lamar Cons H S	10	29	477	6.08%	15	459	3.27%	25	413	6.05%	29	483	6.00%	
079901001 - Lamar Cons H S	All	47	950	4.95%	21	907	2.32%	50	910	5.49%	53	964	5.50%	
079901002 - B F Terry H S	9	27	608	4.44%	17	573	2.97%	43	469	9.17%	18	405	4.44%	
079901002 - B F Terry H S	10	30	552	5.43%	37	595	6.22%	67	462	14.50%	48	454	10.57%	
079901002 - B F Terry H S	All	57	1160	4.91%	54	1168	4.62%	110	931	11.82%	66	859	7.68%	
079901003 - Foster H S	9	19	519	3.66%	8	535	1.50%	37	659	5.61%	10	671	1.49%	
079901003 - Foster H S	10	16	479	3.34%	14	527	2.66%	41	556	7.37%	25	653	3.83%	
079901003 - Foster H S	All	35	998	3.51%	22	1062	2.07%	78	1215	6.42%	35	1324	2.64%	
079901004 - Alternative Learning Center	9	2	16	12.50%	0	4	0.00%	1	20	5.00%	5	28	17.86%	
079901004 - Alternative Learning Center	10	2	11	18.18%	0	8	0.00%	2	13	15.38%	4	18	22.22%	
079901004 - Alternative Learning Center	All	4	27	14.81%	0	12	0.00%	3	33	9.09%	9	46	19.57%	
079901008 - Fort Bend Co Alter	9	0	5	0.00%	2	4	50.00%	0	6	0.00%	0	1	0.00%	
079901008 - Fort Bend Co Alter	10	1	5	20.00%	1	5	20.00%	1	3	33.33%	0	11	0.00%	
079901008 - Fort Bend Co Alter	All	1	10	10.00%	3	9	33.33%	1	9	11.11%	0	12	0.00%	
079901009 - George Ranch H S	9	6	721	0.83%	1	736	0.14%	7	607	1.15%	2	568	0.35%	
079901009 - George Ranch H S	10	4	696	0.57%	6	730	0.82%	9	610	1.48%	7	627	1.12%	
079901009 - George Ranch H S	All	10	1417	0.71%	7	1466	0.48%	16	1217	1.31%	9	1195	0.75%	
079901010 - Fulshear H S	9	5	420	1.19%	6	487	1.23%	22	670	3.28%	14	706	1.98%	
079901010 - Fulshear H S	10	3	372	0.81%	6	448	1.34%	10	543	1.84%	21	701	3.00%	
079901010 - Fulshear H S	All	8	792	1.01%	12	935	1.28%	32	1213	2.64%	35	1407	2.49%	
079901011 - Dr Thomas E Randle H S	9	-	-	-	-	-	-	19	437	4.35%	5	472	1.06%	
079901011 - Dr Thomas E Randle H S	10	-	-	-	-	-	-	0	323	0.00%	11	426	2.58%	
079901011 - Dr Thomas E Randle H S	All	-	-	-	-	-	-	19	760	2.50%	16	898	1.78%	
District Summary	9	77	2762	2.79%	40	2787	1.44%	154	3365	4.58%	78	3332	2.34%	
District Summary	10	85	2592	3.28%	79	2772	2.85%	155	2923	5.30%	145	3373	4.30%	

1 Discipline Campus Student Counts for Disciplinary Actions for Years 20-21, 21-22 and 22-23 and Selected Campuses :

2					
3	Campus	2020 - 2021	2021 - 2022	2022 - 2023	
4	079901001 - Lamar Cons H S	20	73	58	
5	079901002 - B F Terry H S	39	65	38	
5	079901003 - Foster H S	4	32	27	
7	079901004 - Alternative Learning Center	15	52	63	
3	079901008 - Fort Bend Co Alter	0	0	1	
3	079901009 - George Ranch H S	32	38	29	
0	079901010 - Fulshear H S	14	54	25	
1	079901011 - Dr Thomas E Randle H S	0	40	47	
2	Total Students	119	345	282	
3					

Course Selections 9th and 10th Grade

9th and 10th Grade 2021-2022 SY						
Campus	Course Semesters Passed	Semester Failed First Time	Semester Failed Second Time	Semester Failed Third Time	Semester Failed - Excess Absences	Incomplete
(079901001) - LAMAR CONS H S	21112	1162	8		417	
(079901002) - B F TERRY H S	22932	2161	14		265	
(079901003) - FOSTER H S	27431	1119	11		279	7
(079901004) - ALTERNATIVE LEARNING CENTER	763	265	25		17	4
(079901008) - FORT BEND CO ALTER	225	31			4	
(079901009) - GEORGE RANCH H S	32863	774	5	1	186	
(079901010) - FULSHEAR H S	27152	920	20		268	2
(079901011) - DR THOMAS E RANDLE H S	9894	485	11	1	115	
Grand Total	142372	6917	94	2	1551	13

Questions???

