

# Academic Excellence Indicator System 2008-09

Annual Report and Public Hearing  
La Joya Independent School District  
January 18, 2010



# Academic Excellence Indicator System (AEIS)

- Comprehensive reporting system defined by statute
- Published annually since 1990-91
- Gives parents and community a snapshot of
  - District/Campus Performance (Section I of AEIS Report)
  - District/Campus Profile (Section II of AEIS Report)
- Contains all data used to determine District/Campus accountability ratings
- Uses data collected through:
  - State data reporting system (PEIMS)
  - Student assessment system

# AEIS Report

## Overview – Three Sections

- Cover Page
  - District/Campus 2009 Accountability Rating
  - District PBM Special Education Monitoring Results Status (if applicable)
  - District/Campus 2009 Gold Performance Acknowledgments

# AEIS Report

## Overview – Three Sections

- Section I: District/Campus Performance
  - Data for all indicators used to determine accountability ratings
    - Spring 2009 TAKS Performance
    - Spring 2009 TAKS-Accommodated Group 1 performance
    - Completion Rate I for class of 2008
    - 2007-08 Annual Dropout Rate for grades 7 and 8
  - Disaggregated data by grade level
  - Data for indicators that are scheduled to be included in future accountability
    - Accountability Preview for 2010
    - College-Ready Graduates
    - English Language Learner Progress Measure

# AEIS Report

## Overview – Three Sections

- Section II: District/Campus Profile
  - Demographic data about students and staff
  - Program information
  - Financial information

# AEIS Report

## Overview – Three Sections

- Section III: Bilingual/ESL Report
  - TAKS Met 2009 Standard
  - Student Success Initiative
  - Progress of Prior Year TAKS Failers

# AEIS Report

## Cover Page

- District/Campus 2009 Accountability Rating:
  - *Academically Acceptable*
  
- District PBM Special Education Monitoring Results Status (if applicable):
  - *Completed – Routine Follow-Up*
  - Each status is explained in detail in Appendix G to the *2008-09 AEIS Glossary*
  
- District 2009 Gold Performance Acknowledgments:
  - *Advanced Academic Courses (2007-08)*
  - *Recommended High School Program (Class of 2008)*
  - *Commended on Social Studies*

# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - TAKS Performance – Spring 2009
    - “Met Standard” by grade, subject, and student group
    - Comparison to 2008 performance
    - Comparison to State and Region performance
    - Achieved Commended Performance (~90% of the items correct)



# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - TAKS performance – Spring 2009
    - **Accountability Measure:** “Met Standard”
    - By subject (3-11) (or all grades tested at campus):
      - Reading/ELA, Math, Writing, Science, Social Studies
    - By student group
      - All Students, African American, Hispanic, White, Economically Disadvantaged

# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - **TAKS Met 2010 Standard - PREVIEW**
    - 2010 preview at Panel Recommendation
    - “Met Standard” by grade, subject, and student group
    - Comparison to State and Region performance

# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - TAKS/TAKS-Acc (Group 1) Participation Rates
    - Sum of all grades by student group
  - TAKS Exit-Level Cumulative Pass Rate
  - Progress of Prior Year TAKS Failers
  - Student Success Initiative Results

# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - Attendance Rate
  - Annual Dropout Rate (2007-08)
    - Grades 7-8 [*Standard Accountability Measure*]
    - Grades 7-12 [*Alternative Accountability Measure*]
    - Grades 9-12
  - Completion Rate II
    - Class of 2008 (with GED) [*Alternative Accountability Measure*]
  - Completion Rate I
    - Class of 2008 (without GED) [*Standard Accountability Measure*]

# AEIS Report

## Section I - Performance

- District/Campus performance indicators include:
  - Advanced Courses/Dual Enrollment
  - Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Graduates
  - AP/IB Results
  - Texas Success Initiative – Higher Education Readiness Component (HERC)
  - SAT/ACT Results
  - College-Ready Graduates (Class of 2008)

# AEIS

## Key Issues for 2008-2009

- School Leaver Provision
  - No longer applies - Dropout rate or completion rate CAN be the cause of a lowered district/campus rating
- Texas Projection Measure (TPM)
  - TPM estimates whether a student is likely to pass TAKS assessments at a future grade.
  - For State Accountability, all students who met proficiency **OR** were predicted to meet proficiency at a future grade using TPM will be counted as proficient.
- Vertical Scale
  - Reported in 2009; Full use in 2009-10 for TAKS Math and Reading, grades 3-8
  - Allows comparison of student test scores across grade levels in a subject
  - Cut scores vary by grade and subject

# AEIS: Accountability Standards

Year	2009	2010	2011
<i>Included Tests</i>	TAKS + TAKS-Acc (Group 1)*	TAKS + TAKS-Acc (All Grades/ Subjects)	TAKS + TAKS-Acc + TAKS-M + TAKS-Alt
Standards	AA/Re/Ex	AA/Re/Ex	AA/Re/Ex
Reading/ELA	70/75/90	70/80/90	70/80/90
Writing	70/75/90	70/80/90	70/80/90
Social Studies	70/75/90	70/80/90	70/80/90
Mathematics	55/75/90	60/80/90	65/80/90
Science	50/75/90	55/80/90	60/80/90

**\* TAKS-Accommodated (Group 1)**

- Science (Grades 5, 8, 10, 11)
- Social Studies (Grades 8, 10, 11)
- ELA (Grade 11)
- Math (Grade 11)

# AEIS: Accountability Standards

- Annual Dropout Rate (Grades 7-8)
  - Standards by Accountability Year (school year of dropout in parentheses)

	<b>2009</b> (2007-08)	<b>2010</b> (2008-09)	<b>2011</b> (2009-10)
<b><i>Academically Acceptable, Recognized, &amp; Exemplary Standards</i></b>	$\leq 2.0$	$\leq 1.8\%$	$\leq 1.6\%$



# AEIS: Accountability Standards

- Completion Rate (HS)
  - Grades 9-12 (2004-05 Freshman Class)
  - Final Decision: Standards by Accountability Year (freshman year of cohort in parentheses)

	State Standards
	AA/RE/EX
2008-2009 - Class of 2008	75%/85%/95%
2009-2010 - Class of 2009	
2010-2011 - Class of 2010	

# 2009 Accountability Ratings

- La Joya ISD – Academically Acceptable
- La Joya High School – Academically Acceptable
- Juarez-Lincoln High School – Academically Acceptable
- La Joya Palmview High School – Recognized
- Lorenzo De Zavala Middle School – Academically Acceptable
- Cesar Chavez Middle School – Recognized
- Dr. Javier Saenz Middle School – Academically Acceptable
- Memorial Middle School – Recognized
- Ann Richards Middle School – Academically Acceptable
- Irene Garcia Middle School – Academically Acceptable

# 2009 Accountability Ratings

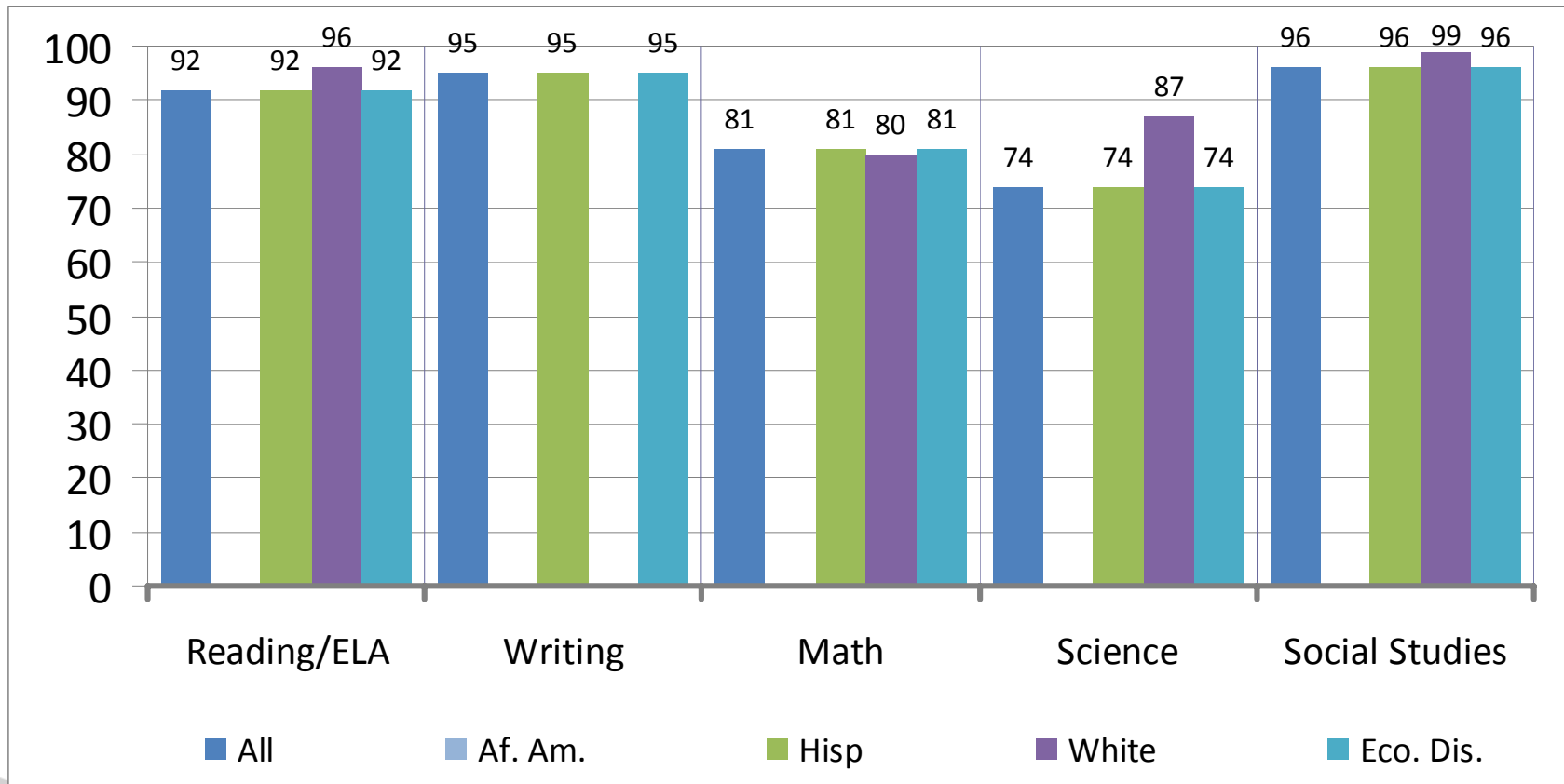
- John F. Kennedy Elementary – Recognized
- Guillermo Flores Elementary – Recognized
- Rosendo Benavides Elementary – Recognized
- Leo J. Leo Elementary – Recognized
- Eligio Kika De La Garza Elementary – Recognized
- E. B. Reyna Elementary – Recognized
- Elodia R. Chapa Elementary – Recognized
- Jose De Escandon Elementary – Exemplary
- Diaz-Villarreal Elementary – Exemplary
- Narciso Cavazos Elementary – Academically Acceptable

# 2009 Accountability Ratings

- Tabasco Elementary – Recognized
- Patricio Perez Elementary – Recognized
- Henry B. Gonzalez Elementary – Recognized
- Lloyd M. Bentsen Elementary – Exemplary
- Sam Fordyce Elementary - Recognized
- Emiliano Zapata Elementary – Academically Acceptable
- Juan Seguin Elementary – Academically Acceptable
- Enrique “Kiki” Camarena Elementary – Recognized
- Dr. Americo Paredes Elementary – Academically Acceptable
- William J. Clinton Elementary – Recognized
- Corina Pena Elementary – Academically Acceptable

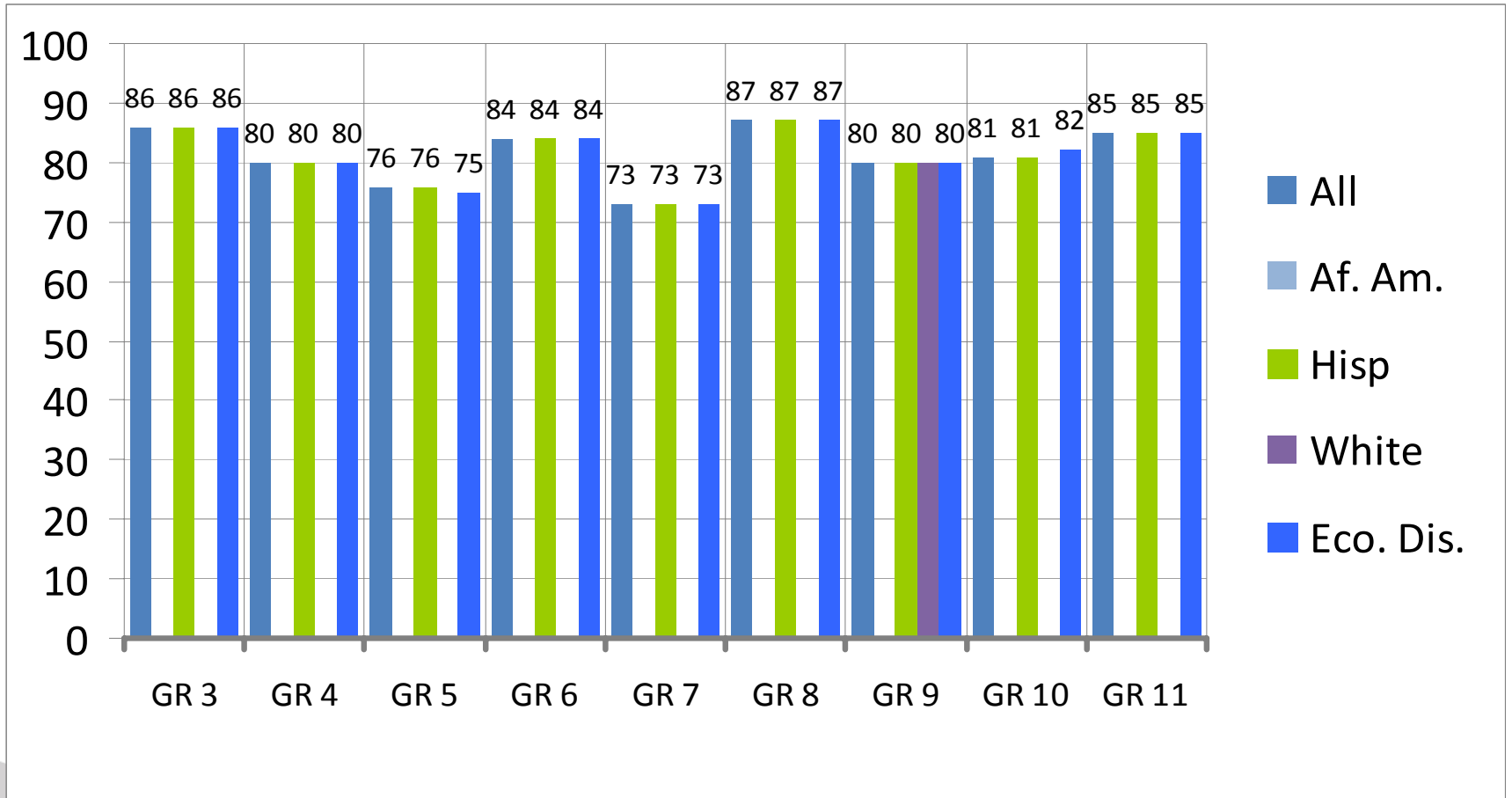
# 2009 TAKS Performance – La Joya ISD

## State Accountability Table



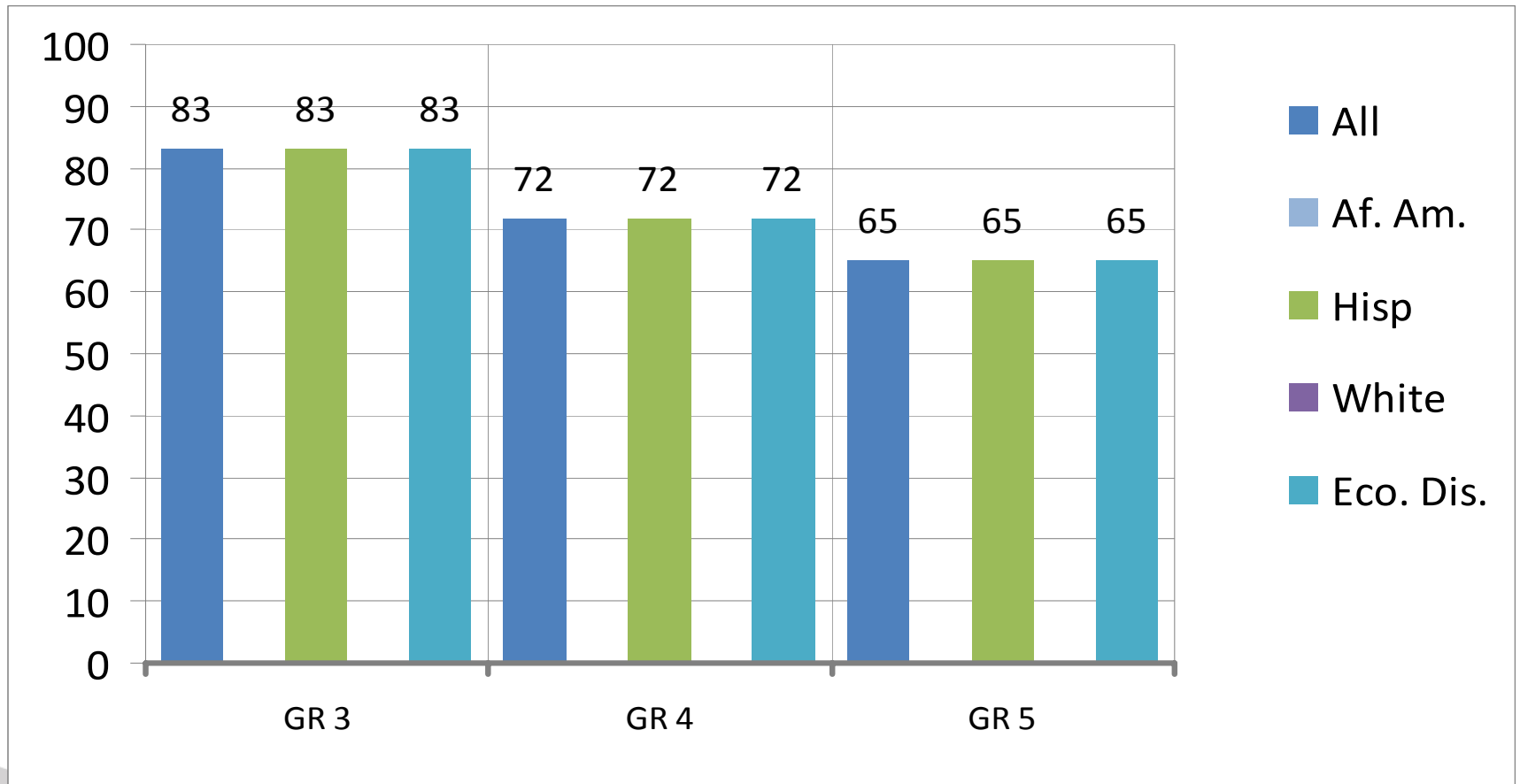
# 2009 TAKS Performance

## Reading/English Language Arts



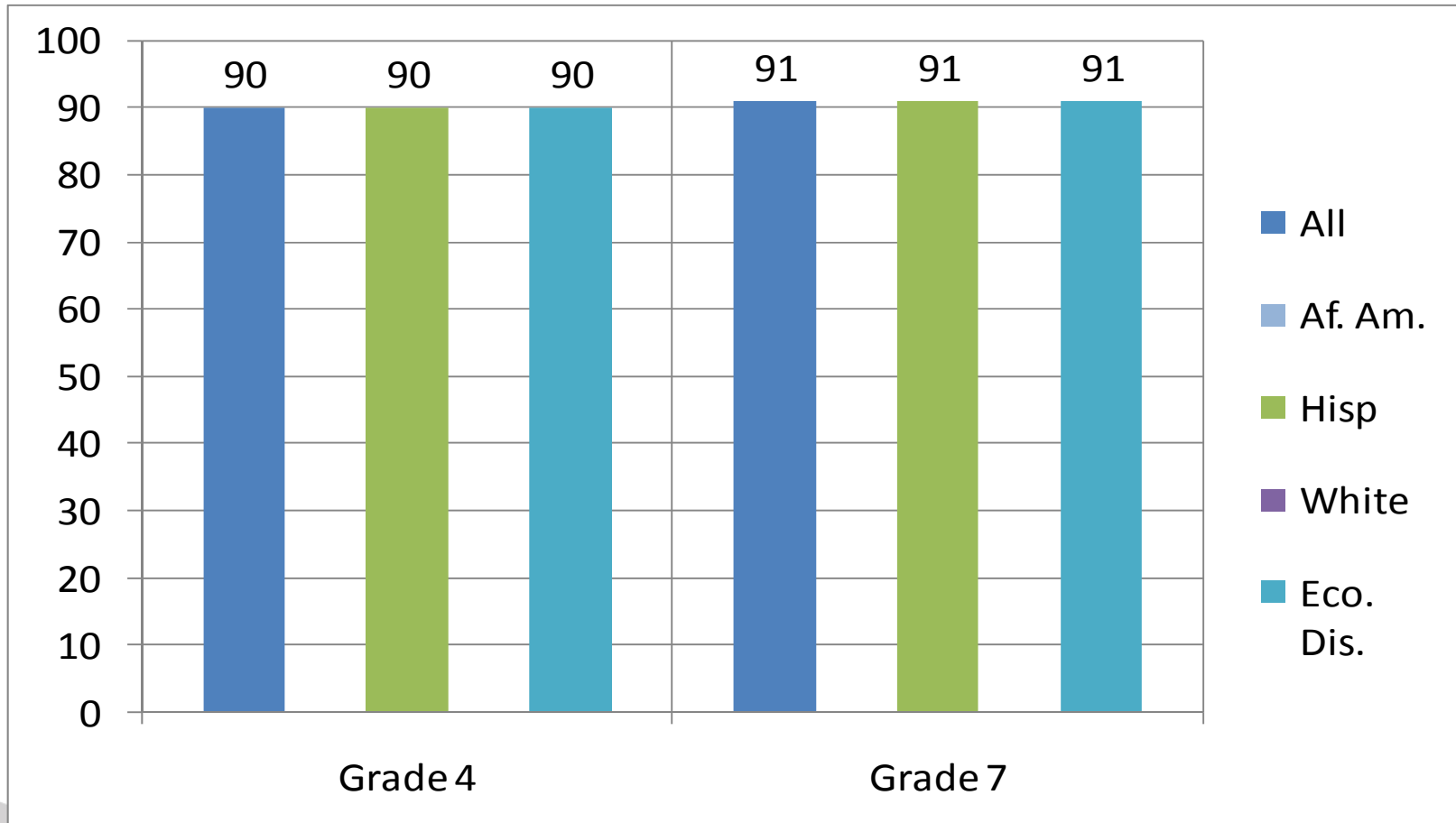
# 2009 TAKS Performance

## Reading/English Language Arts - Spanish



# 2009 TAKS Performance

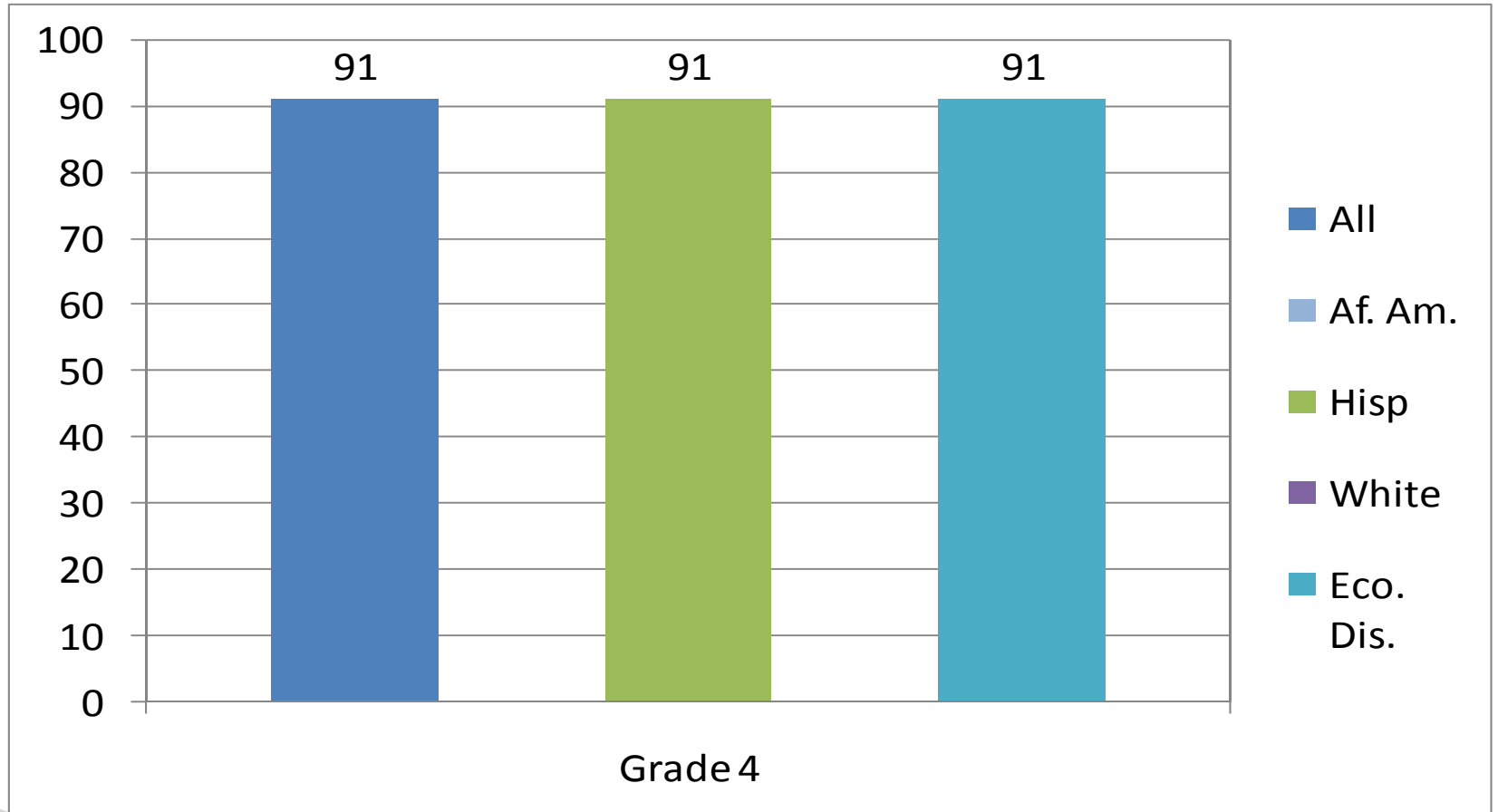
## Writing





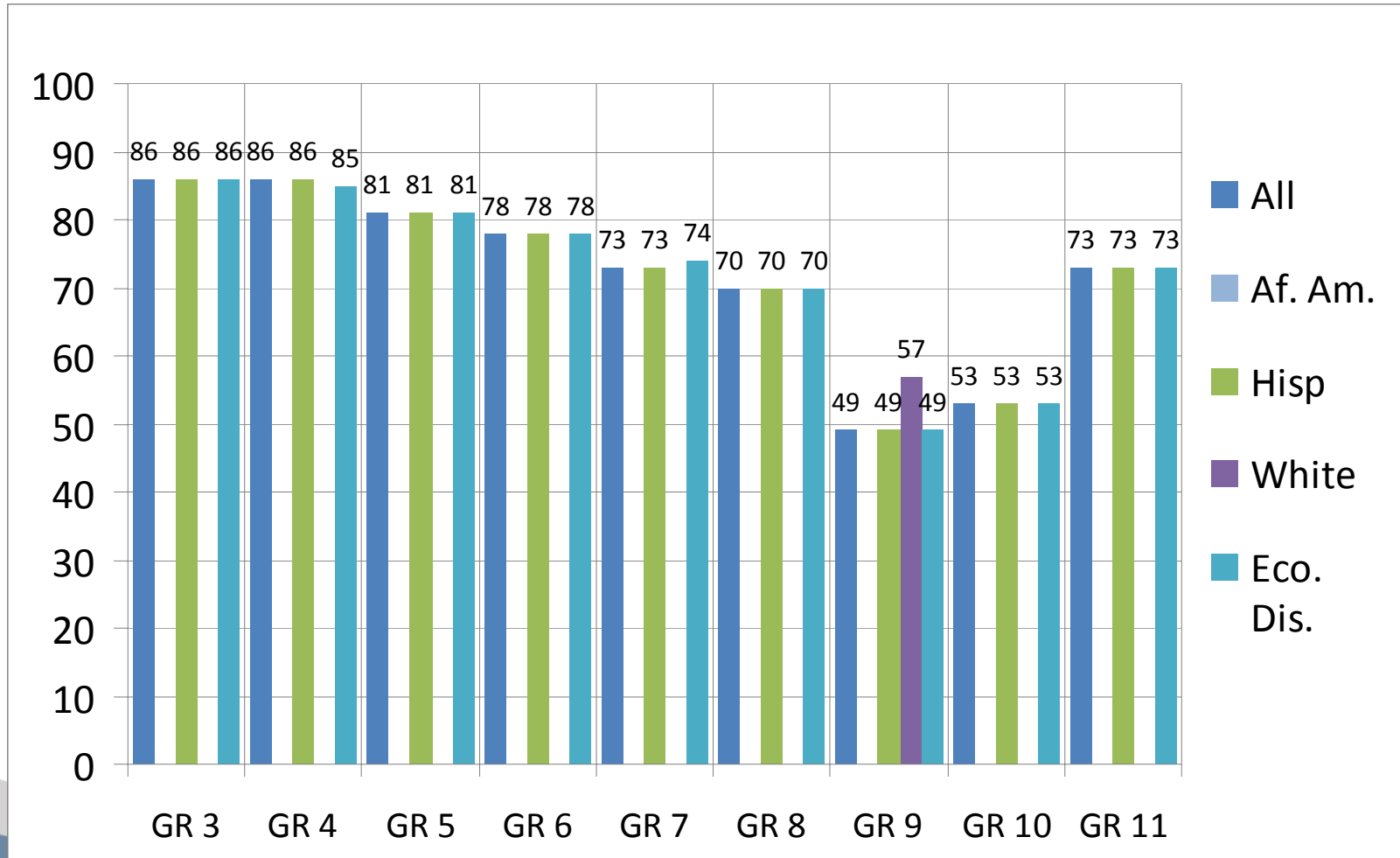
# 2009 TAKS Performance

## Writing - Spanish



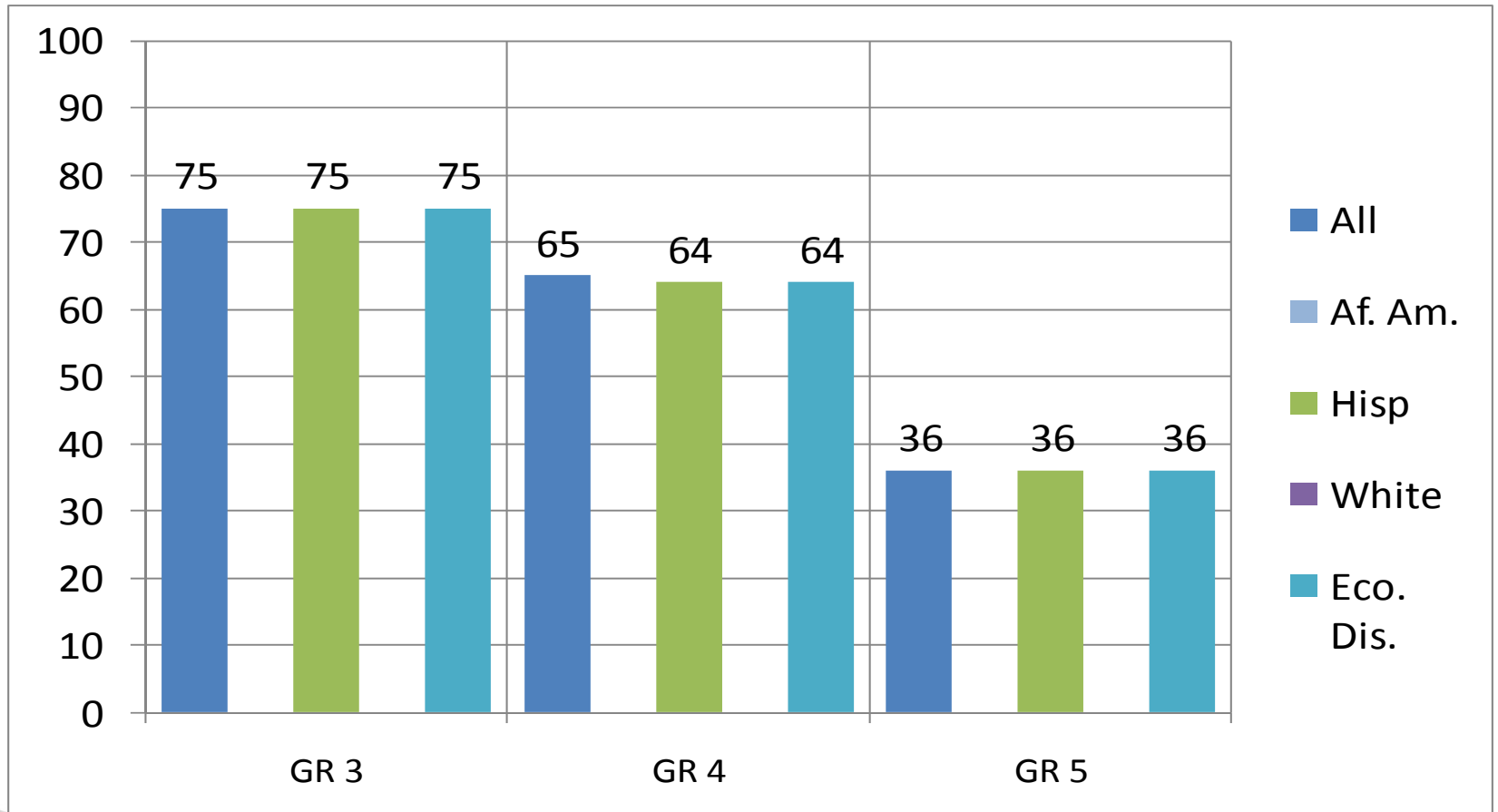
# 2009 TAKS Performance

## Mathematics



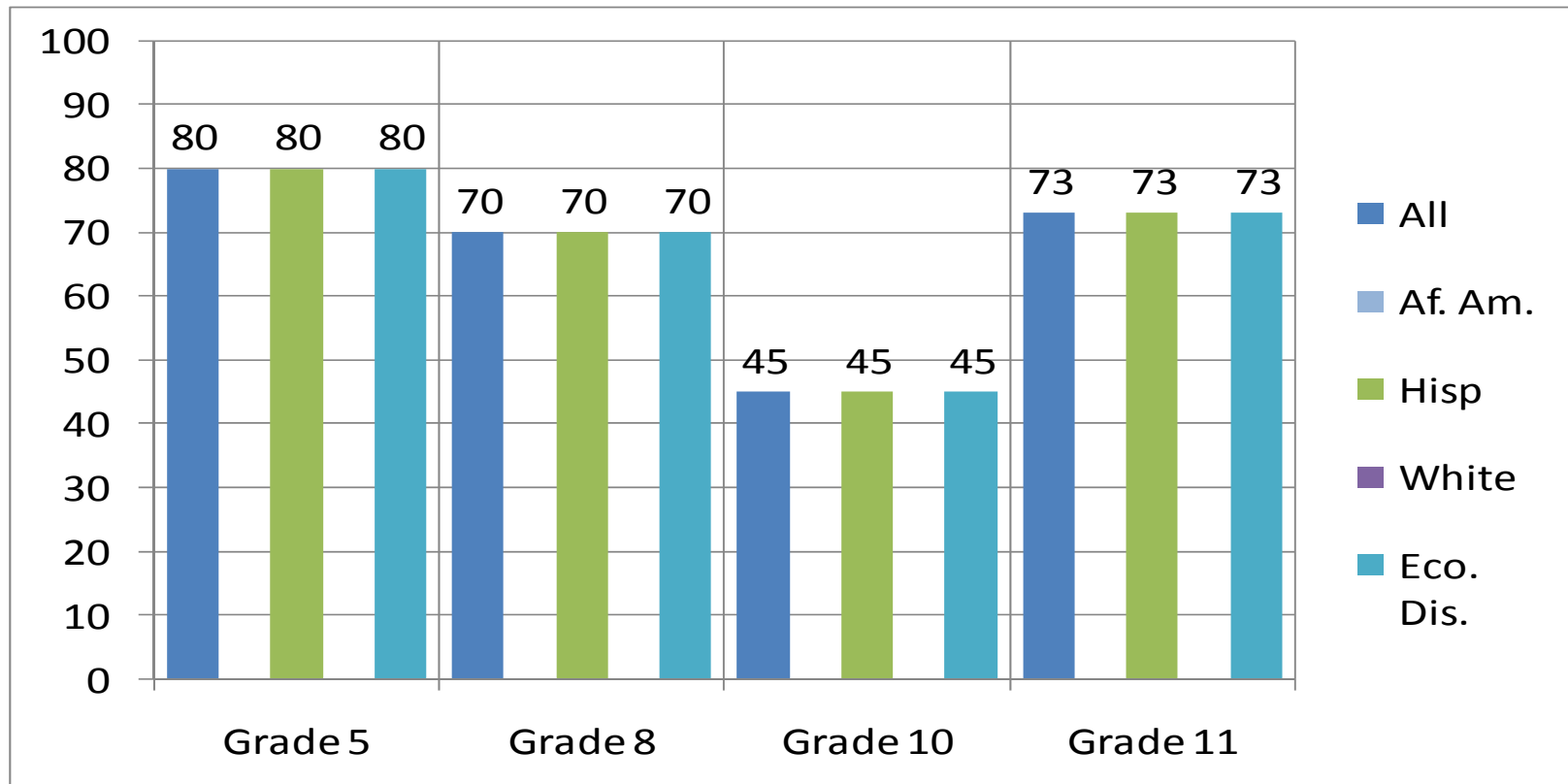
# 2009 TAKS Performance

## Mathematics - Spanish



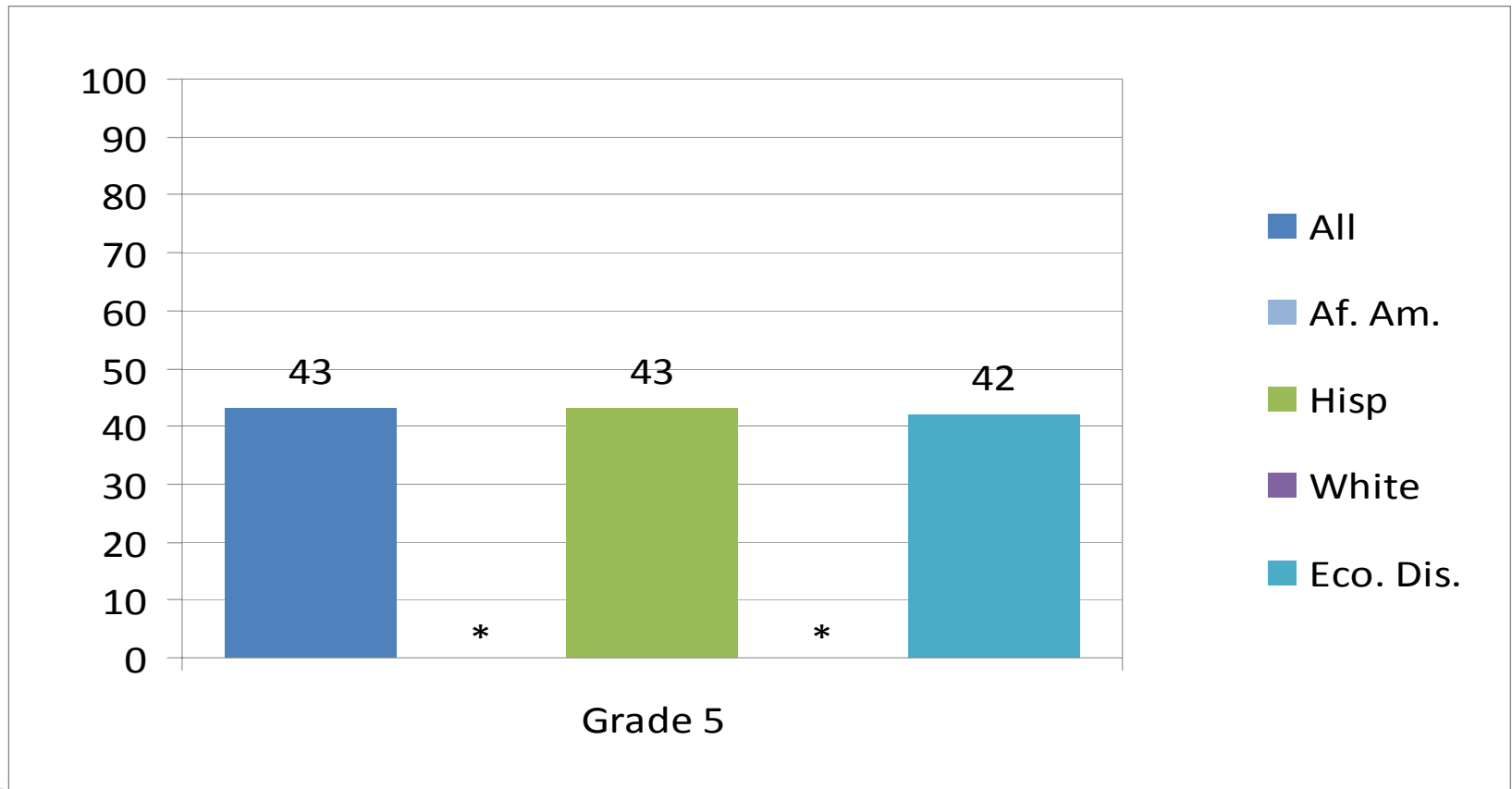
# 2009 TAKS Performance

## Science



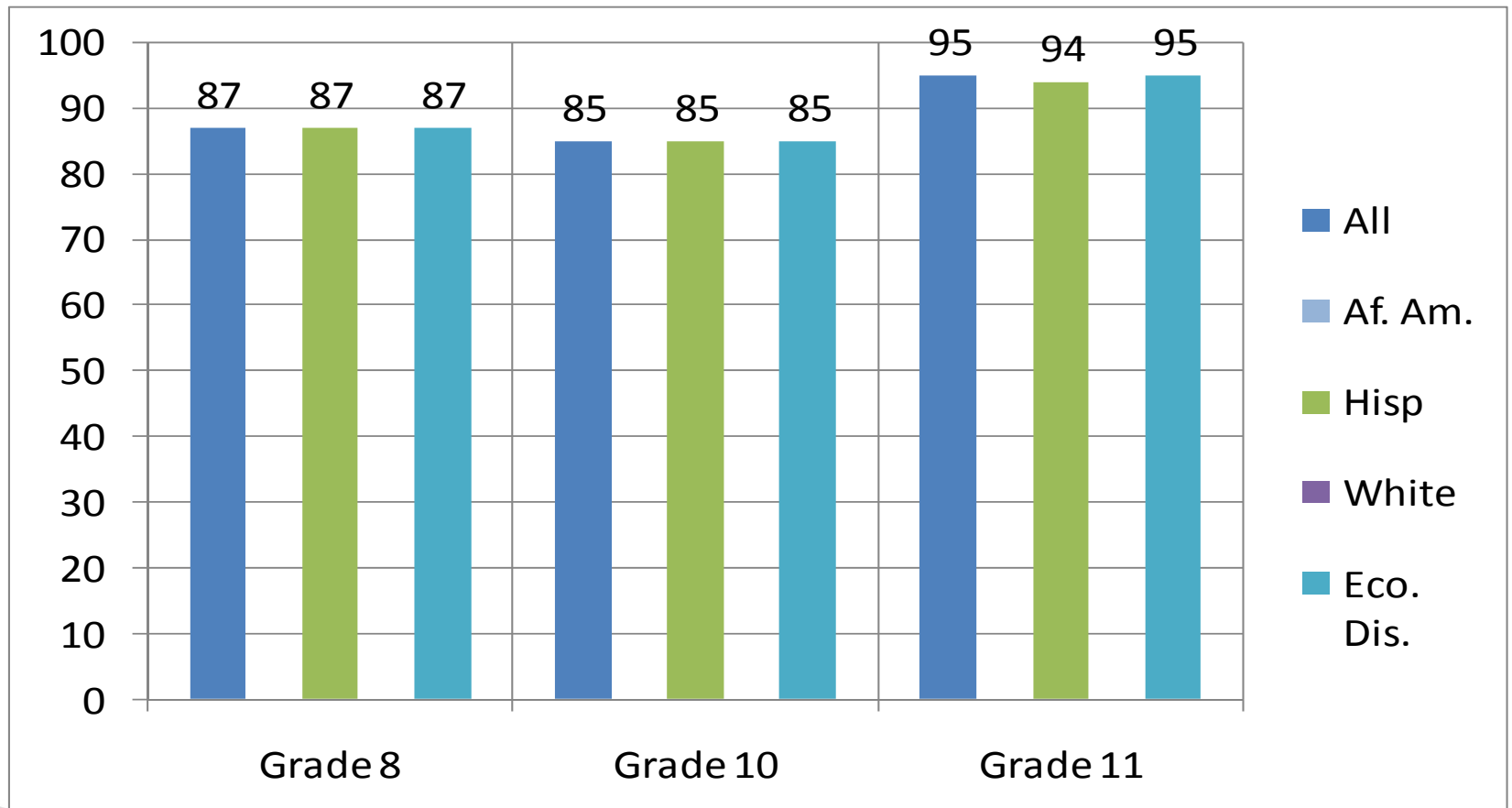
# 2009 TAKS Performance

## Science - Spanish

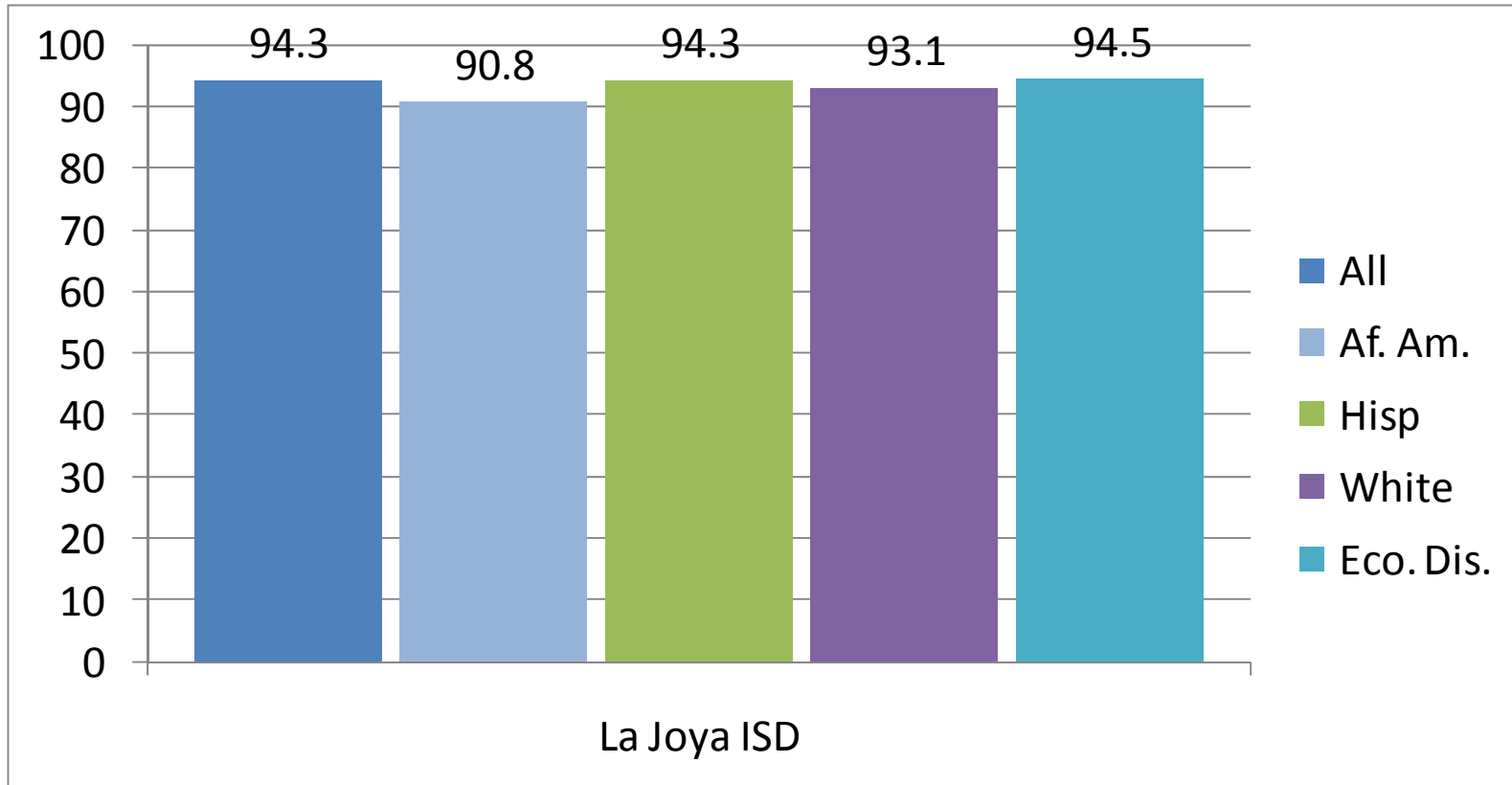


# 2009 TAKS Performance

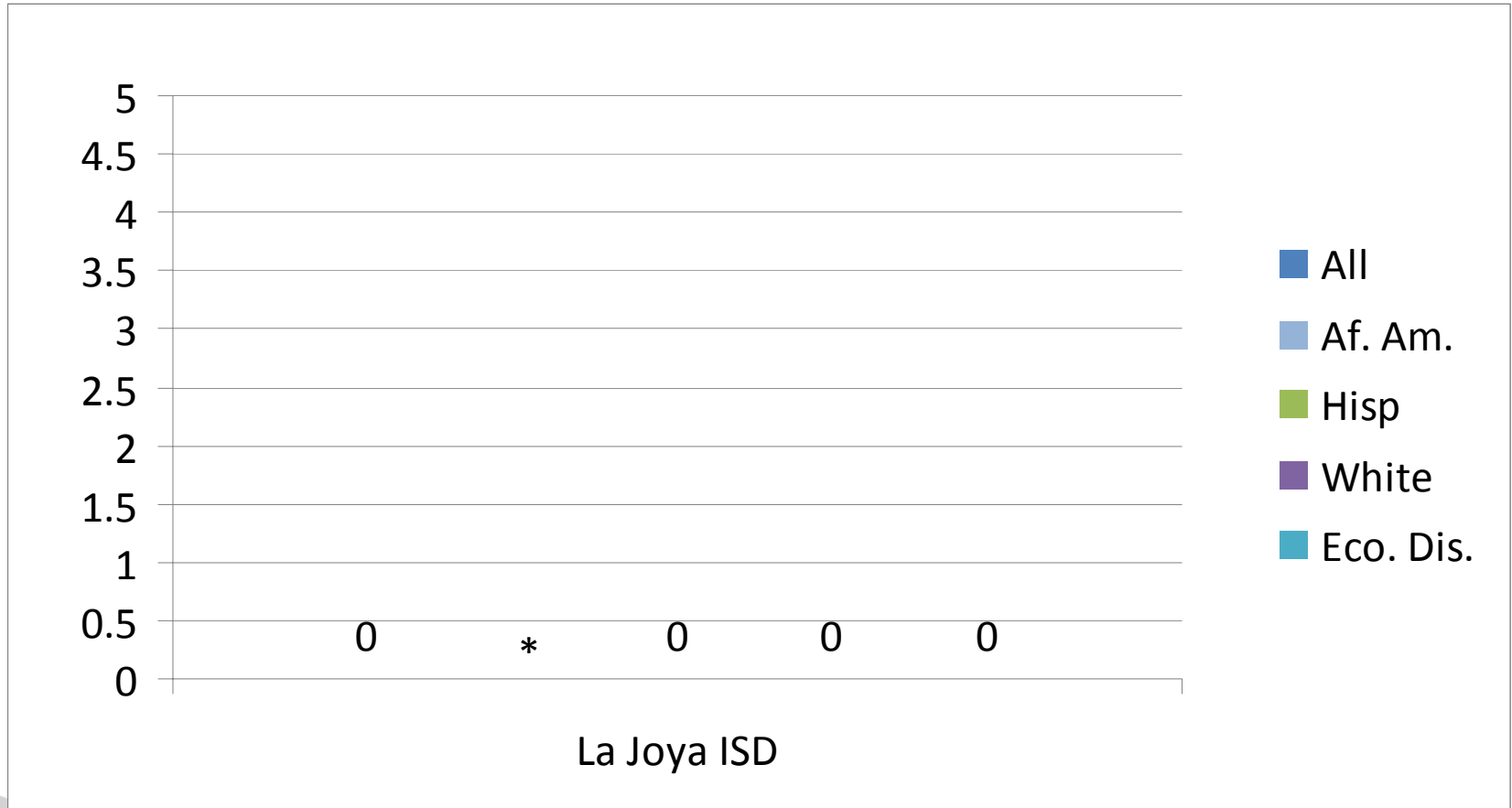
## Social Studies



# 2009 Attendance (2007-2008)



# 2009 Annual Dropout Rate (Grades 7-8) (2007-2008)



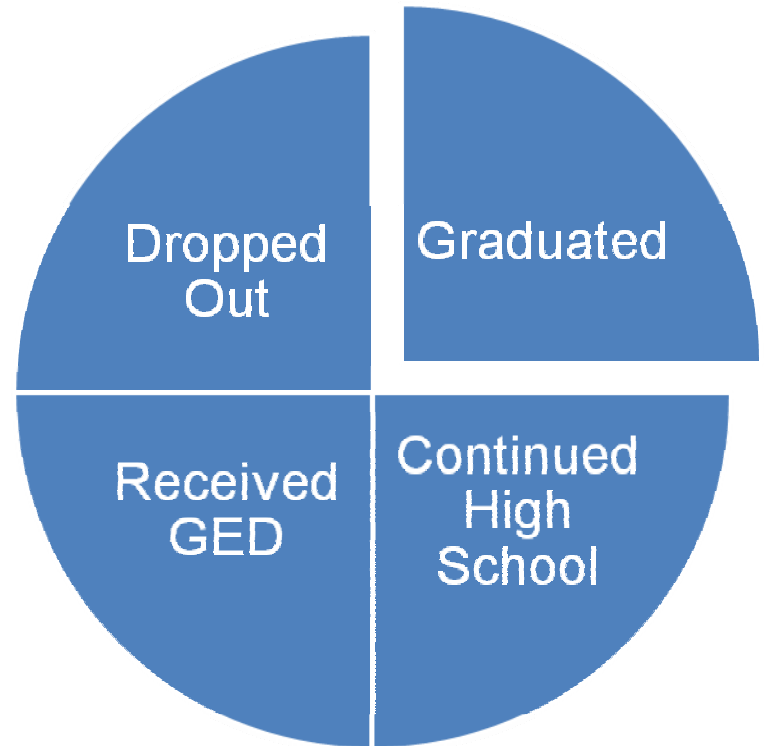


# Completion Rate I

## Completion Rate I (HS)

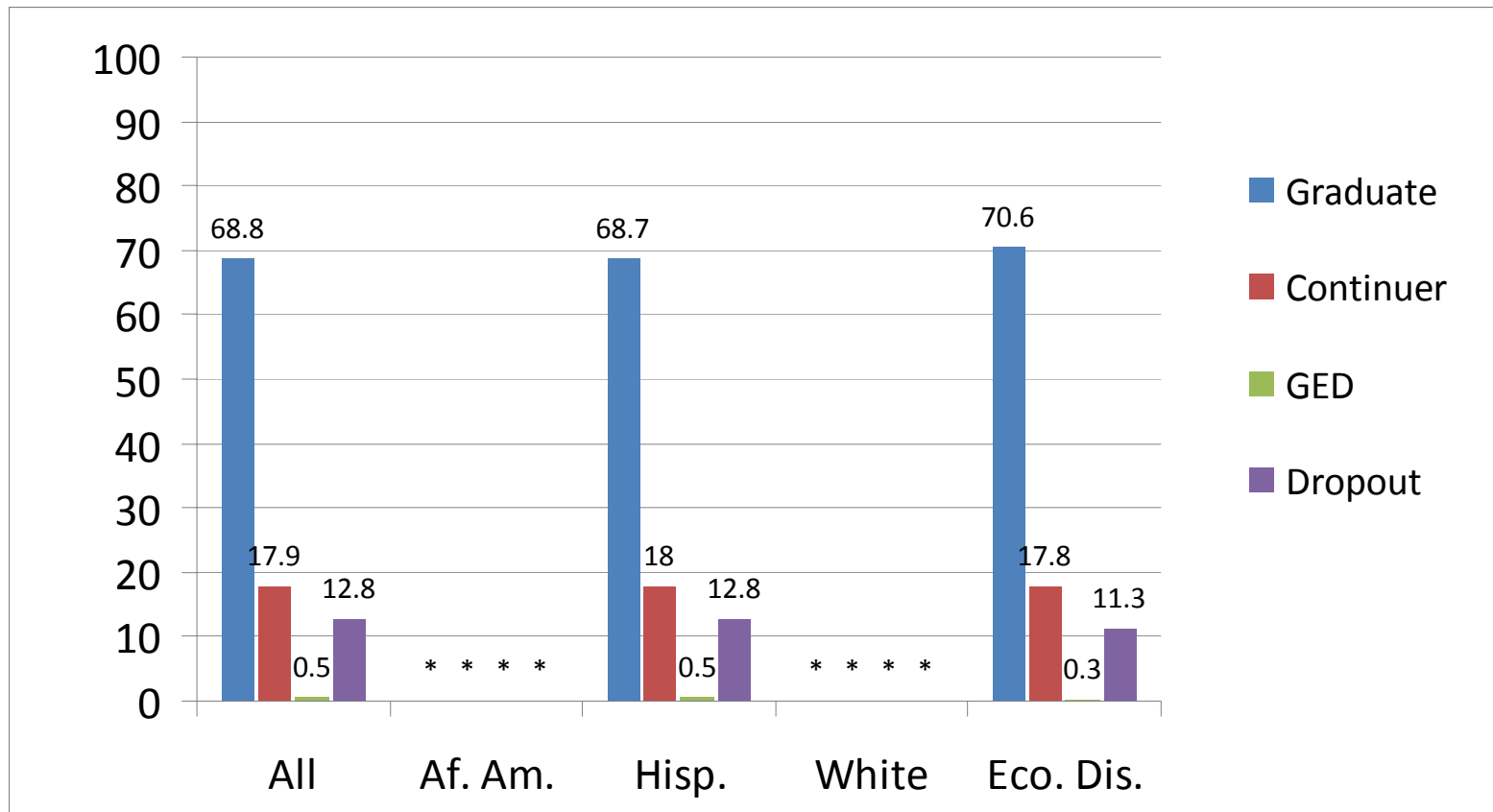
- Grades 9-12
- 4-year cohort measure
- Formula:

$$\frac{\# \text{ Graduates } + \text{ Continuers}}{\# \text{ Graduates } + \text{ Continuers } + \text{ GED } + \text{ Dropouts}}$$



# Completion Rate I

## Class of 2008



# Additional Indicators:

## College Readiness Indicators for High School Allotment

- Percent of high school students completing an Advanced Course/Dual Enrollment:
  - *33%*
  
- Percent of 2008 graduates completing the RHSP:
  - *95%*
  
- AP and IB examination results
  - Tested: *12.7%*
  - Examinees  $\geq$  criterion: *46.9%*
  - Scores  $\geq$  criterion: *40.8%*

# Additional Indicators:

## College Readiness Indicators for High School Allotment

### ■ SAT/ACT Results

#### ■ Tested:

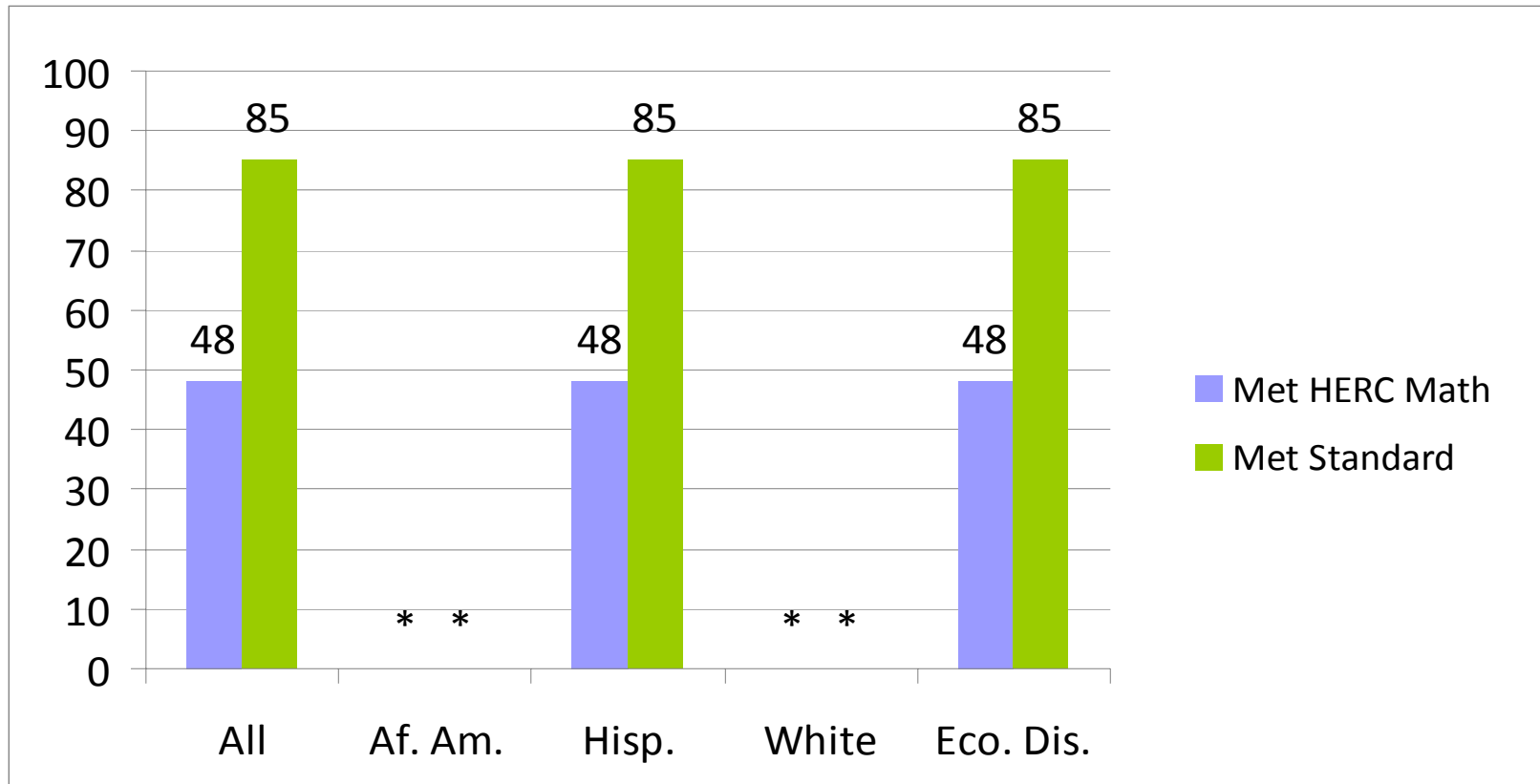
- All Students: 47.8%
- Af. Amer.: \*
- Hispanic: 47.6%
- White: \*

#### ■ At/Above Criterion

- All Students: 5.8%
- Af. Amer.: \*
- Hispanic: 5.6%
- White: \*

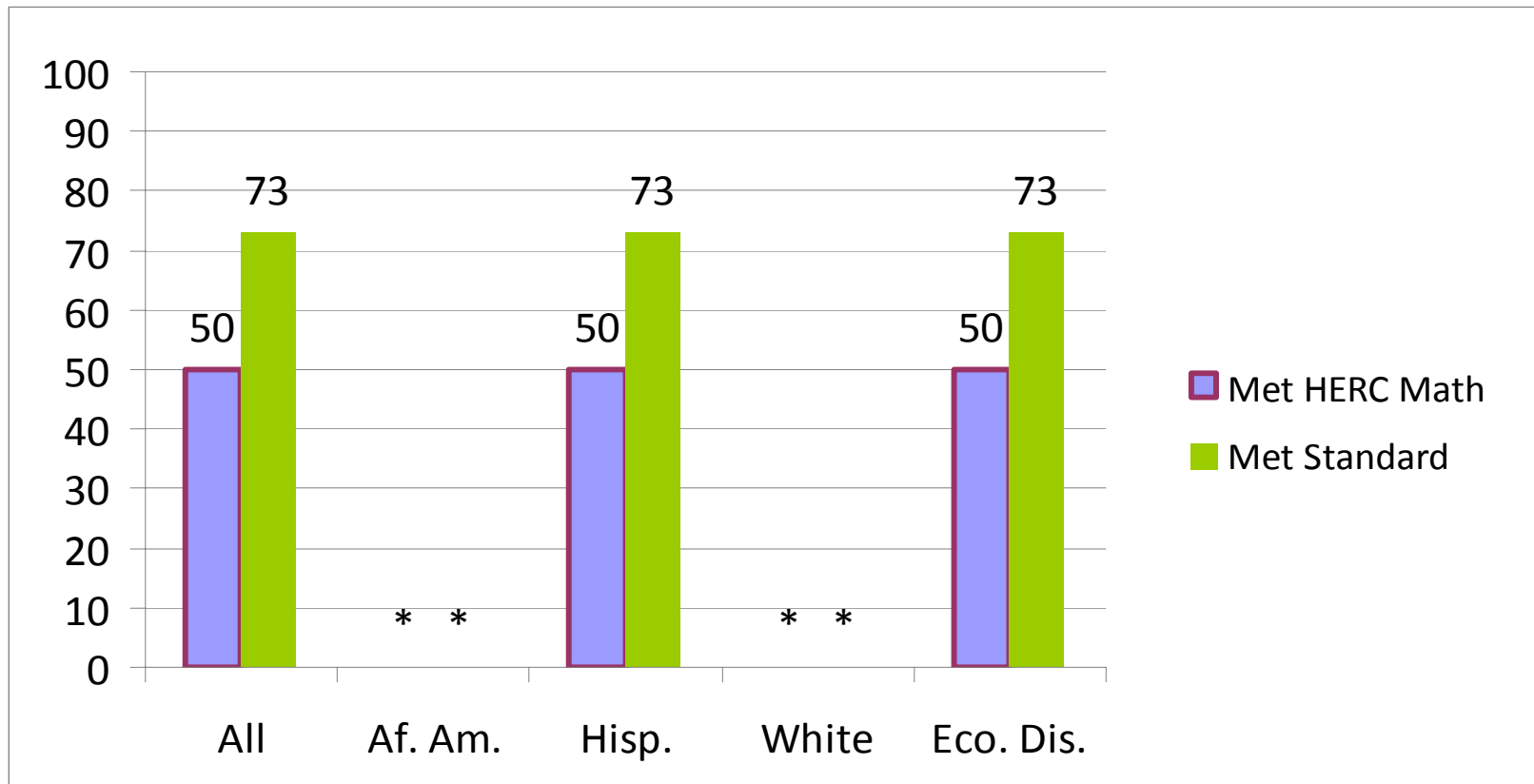
# Additional Indicators

## 2009 11<sup>th</sup> Graders Meeting HERC vs. Passing TAKS: ELA



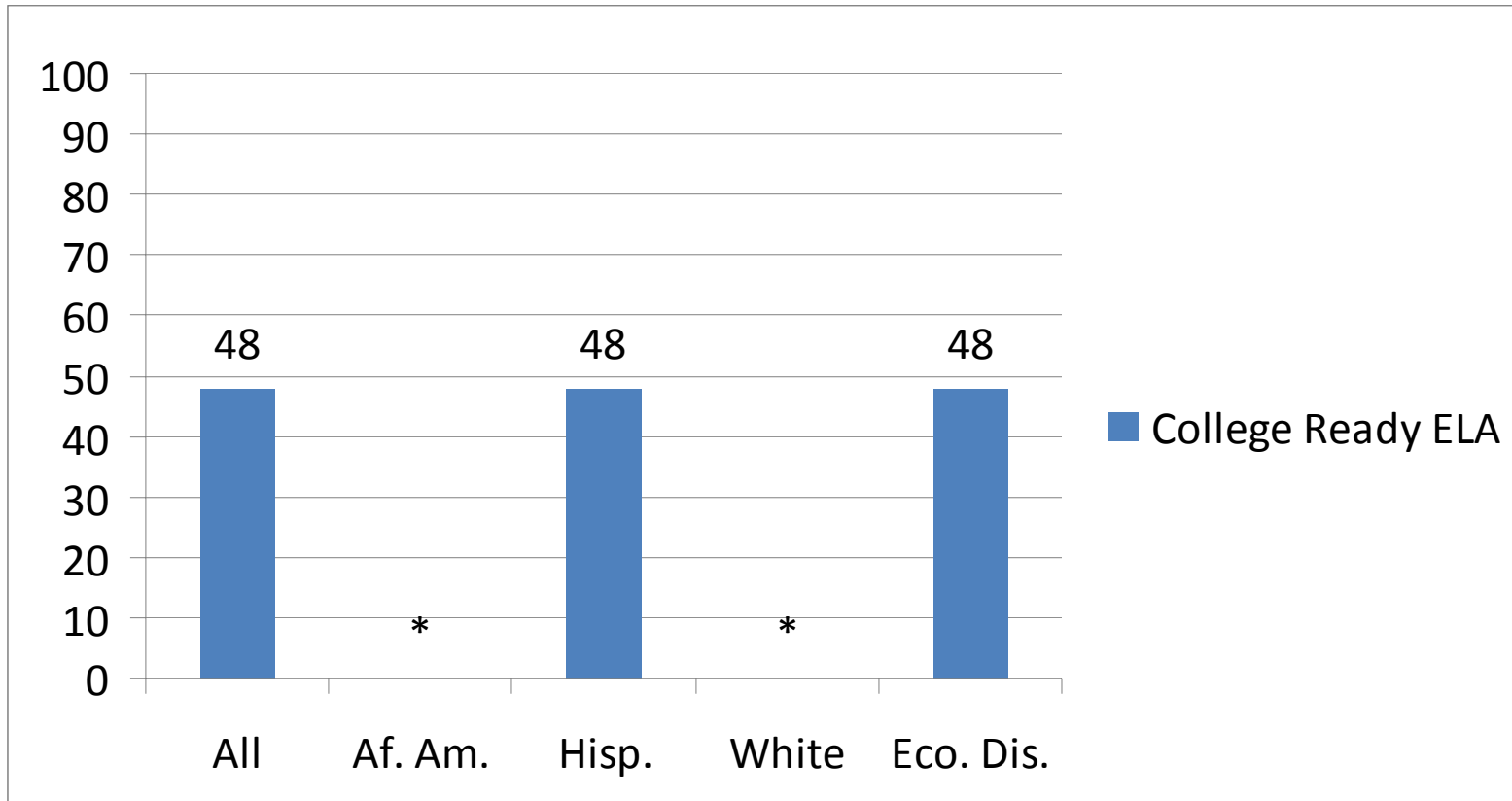
# Additional Indicators

## 2009 11<sup>th</sup> Graders Meeting HERC vs. Passing TAKS: Math



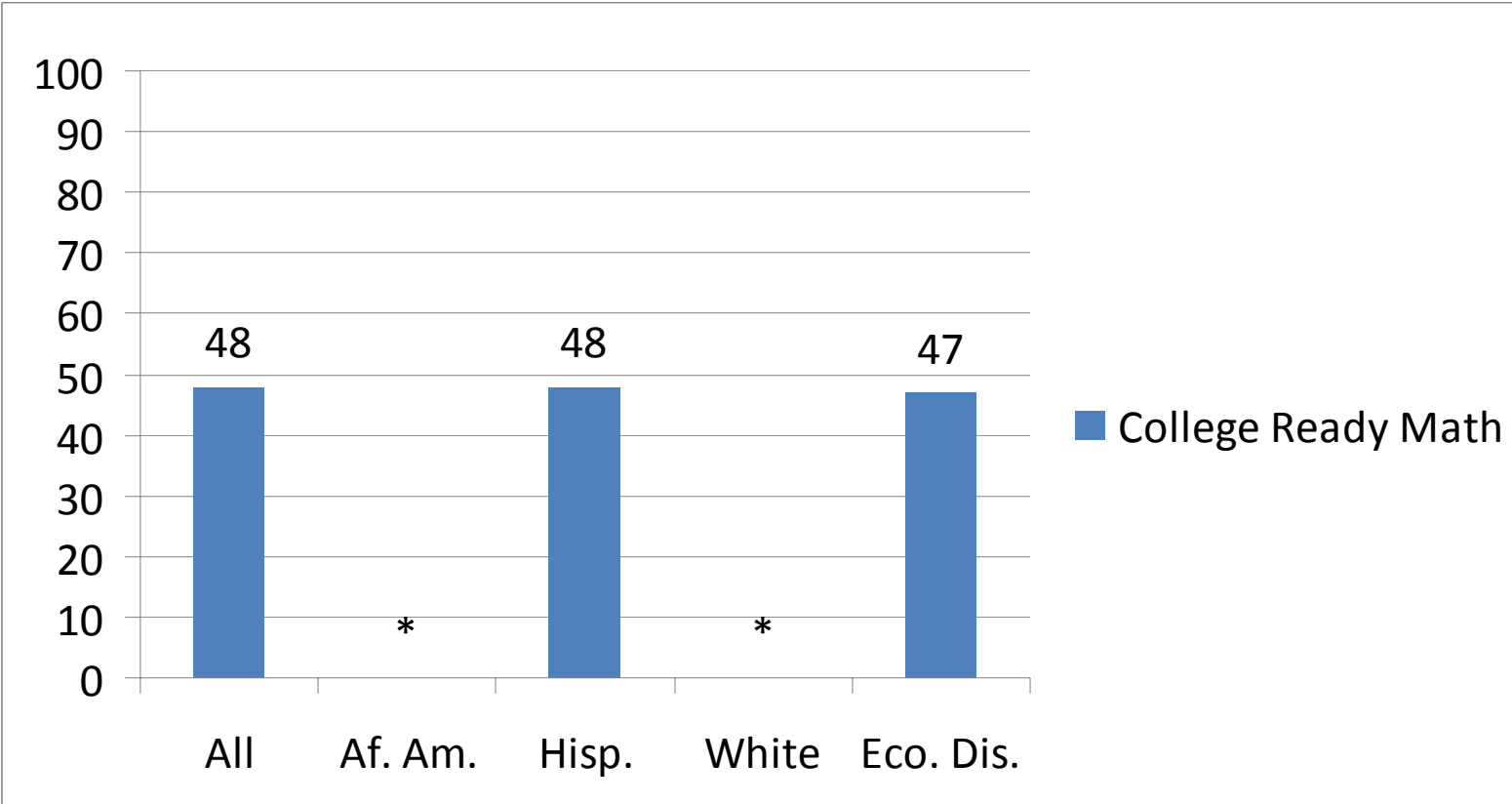
# Additional Indicators

## 2008 College-Ready Graduates: ELA



# Additional Indicators

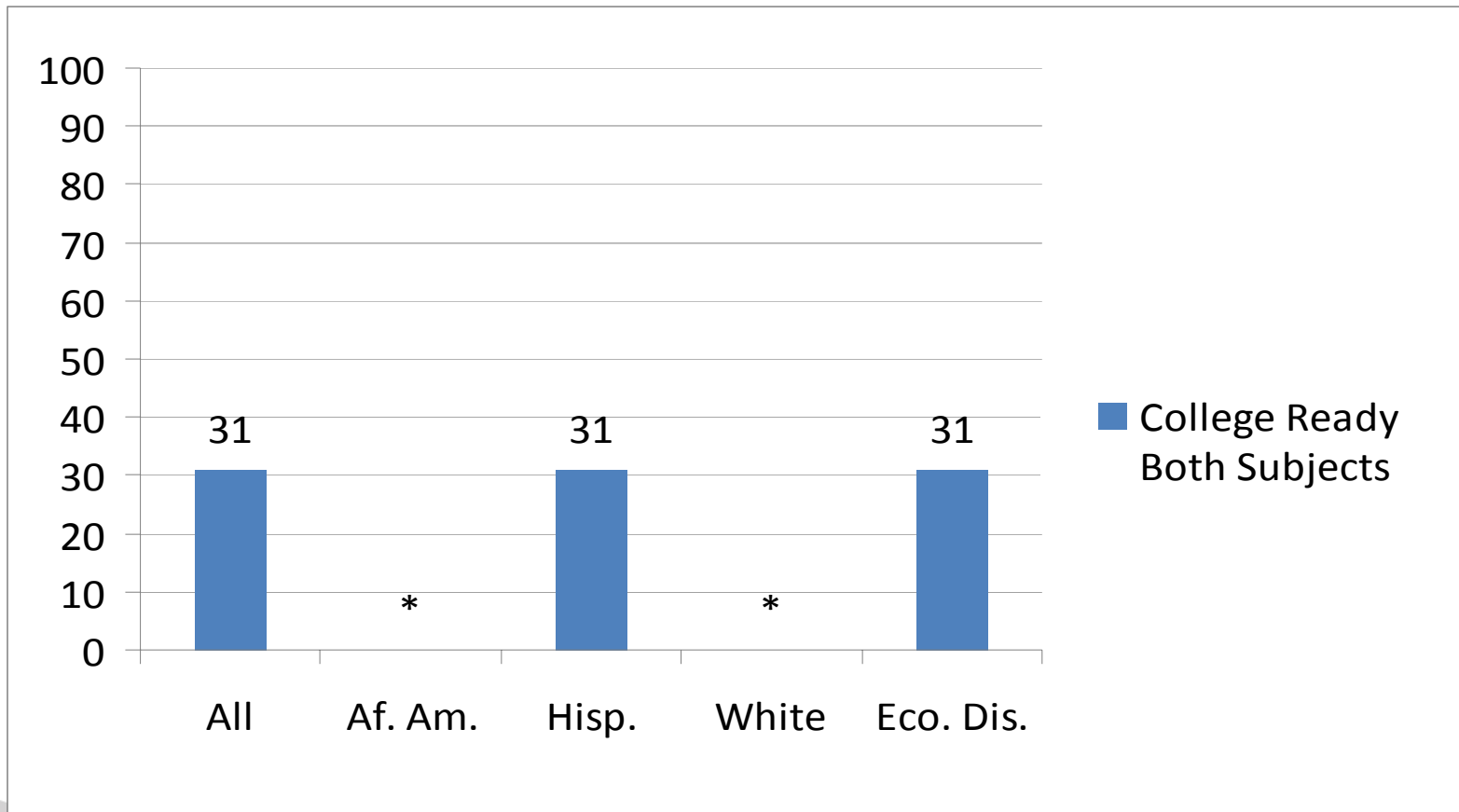
## 2008 College-Ready Graduates: Math





# Additional Indicators

## 2008 College-Ready Graduates: Both Subjects



# AEIS Report

## Section II - Profile

- Student Information
  - By grade
  - Ethnicity
  - Program areas
  - Graduates
  - Retention rates
  - Class size

# AEIS Report

## Section II - Profile

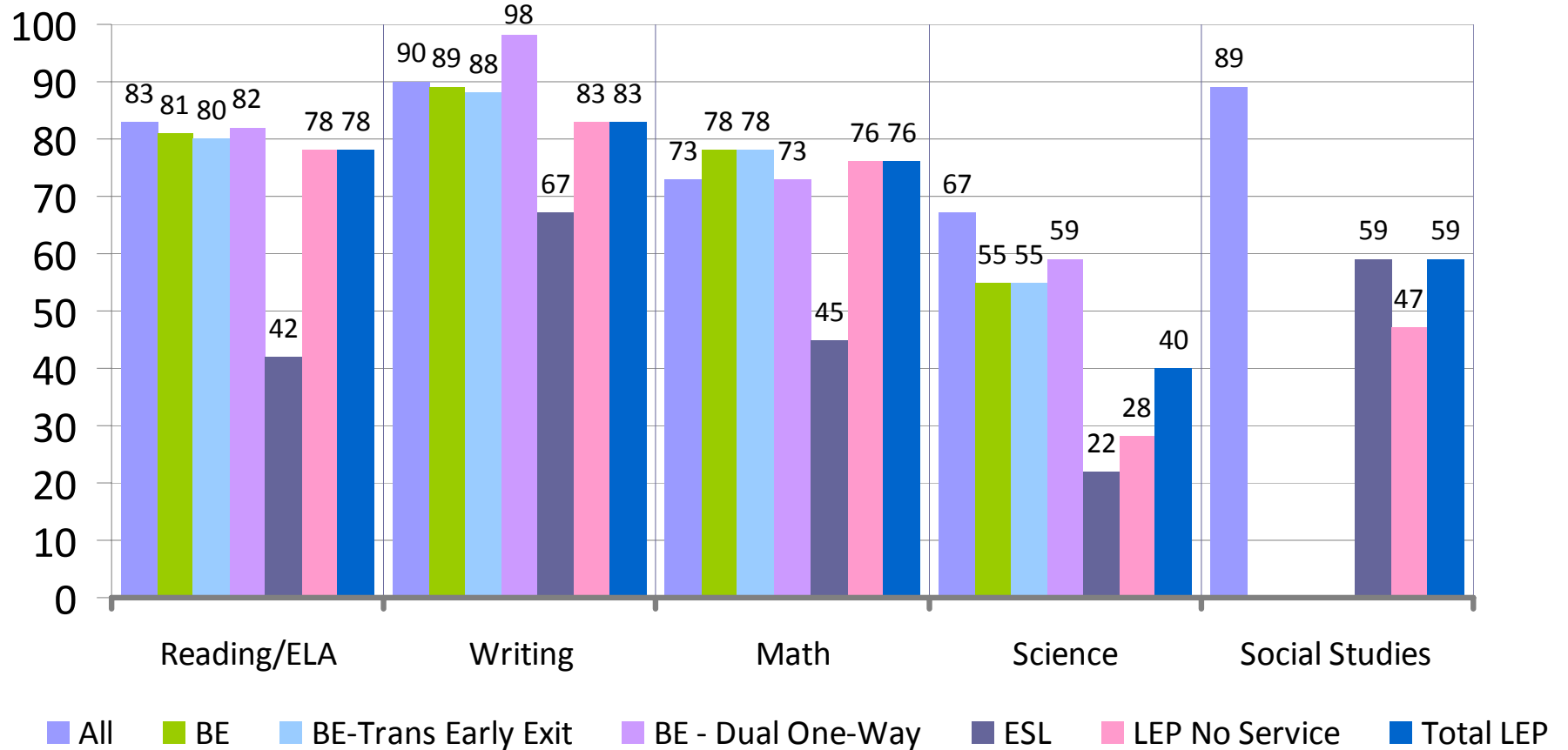
- Staff Information
  - Professional staff
  - Educational aides/auxiliary staff
  - Ethnicity and gender
  - Degrees held
  - Experience
  - Average teacher salary
  - Turnover rate for teachers
  
- Financial Information
  - Tax information
  - Revenues
  - Expenditures

# AEIS Report

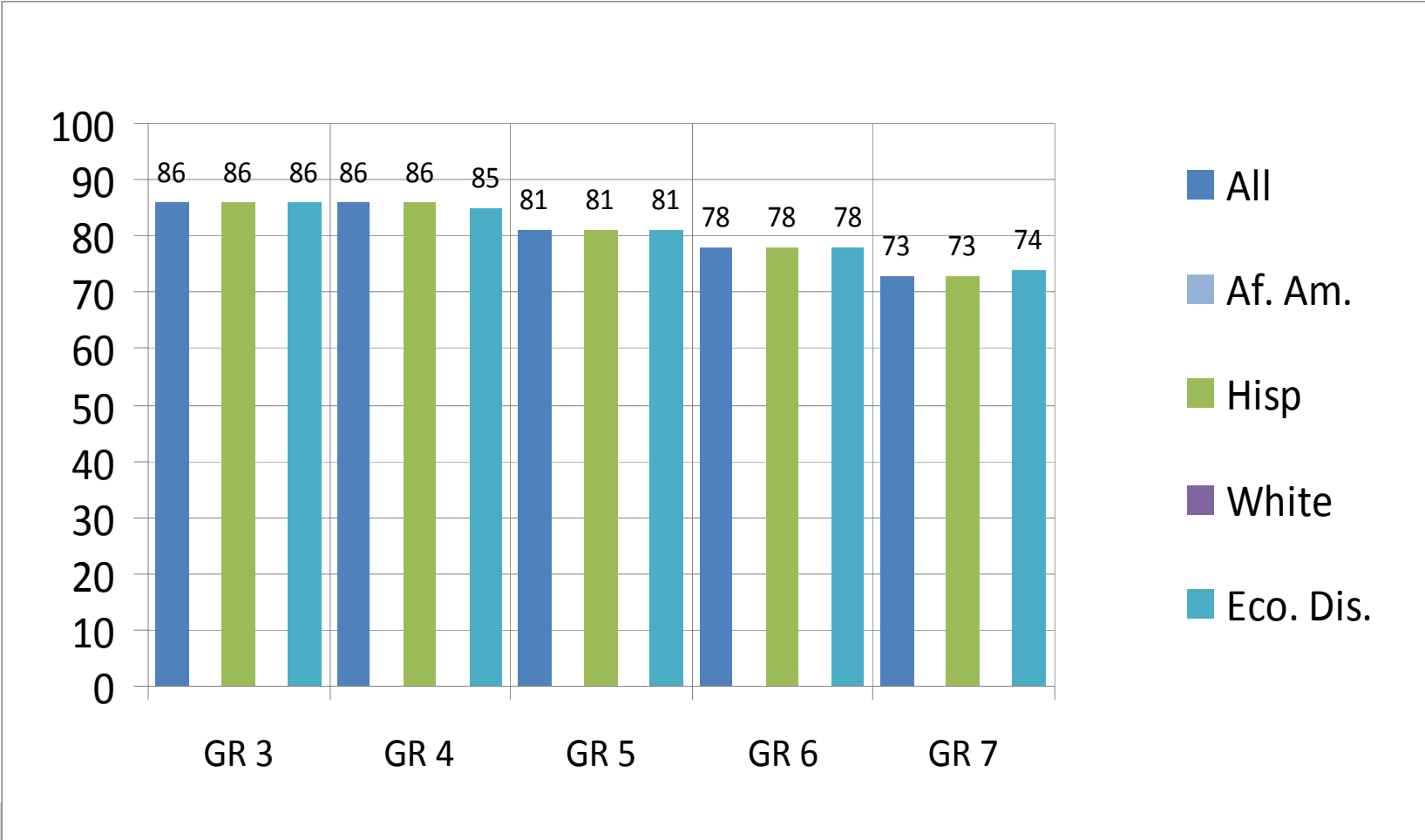
## Section III – Bilingual/ESL Report

- TAKS Met 2009 Standard
- Student Success Initiative
- Progress of Prior Year TAKS Failers

# 2009 TAKS Performance – Bilingual/ESL



# Student Success Initiative – Bilingual/ESL



# Campus Performance Objectives

- Campus Improvement Plans are based on the AEIS
- Performance Objectives are approved by the Board of Trustees
- Data from the AEIS gives direction for the development of performance objectives that are low in relation to the accountability standards

# District Performance Objectives

## Objectives & Goals

**Goal I:** La Joya Independent School District will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.

**FOCUS:** Process alignment for student results

**OWNER:** Assistant Superintendent for Elementary & Middle Schools  
Assistant Superintendent for High Schools & SS

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
1.1 Improve, sustain, and support academic student performance at or beyond grade level.	<ul style="list-style-type: none"> <li>·TAKS+- Passing Standard</li> <li>·TAKS-M- Passing Standard</li> <li>·TAKS-Alt- Passing Standard</li> </ul>	<ul style="list-style-type: none"> <li>·<math>\geq 90\%</math> of students meeting passing standards</li> <li>·<math>\geq 50\%</math> of students scoring commended performance district-wide in each test subject</li> <li>·<math>\geq 85\%</math> of students passing all tests taken</li> <li>·<math>\leq 3\%</math> or less difference between student groups</li> </ul>	<ul style="list-style-type: none"> <li>·<math>\geq 90\%</math></li> <li>·<math>\geq 40\%</math></li> <li>·<math>\geq 75\%</math> of students passing all tests taken</li> <li>·<math>\leq 5\%</math> or less difference between student groups</li> </ul>	<ul style="list-style-type: none"> <li>·<math>\geq 90\%</math></li> <li>·<math>\geq 50\%</math></li> <li>·<math>\geq 85\%</math> of students passing all tests taken</li> <li>·<math>\leq 3\%</math> or less difference between student groups</li> </ul>
	·TPRI	<ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 90%</li> <li>·Fluency rate</li> <li>1<sup>st</sup> gr. – 80% <math>\geq 60</math> wpm</li> <li>2<sup>nd</sup> gr. – 80% <math>\geq 90</math> wpm</li> <li>3<sup>rd</sup> gr. – 80% <math>\geq 120</math>wpm</li> </ul>	<ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 80%</li> <li>·Fluency rate</li> <li>1<sup>st</sup> gr. – 70% <math>\geq 60</math> wpm</li> <li>2<sup>nd</sup> gr. – 70% <math>\geq 70</math> wpm</li> <li>3<sup>rd</sup> gr. – 70% <math>\geq 90</math> wpm</li> </ul>	<ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 90%</li> <li>·Fluency rate</li> <li>1<sup>st</sup> gr. – 80% <math>\geq 60</math> wpm</li> <li>2<sup>nd</sup> gr. – 80% <math>\geq 90</math> wpm</li> <li>3<sup>rd</sup> gr. – 80% <math>\geq 120</math> wpm</li> </ul>



Goals	Measure	Targets	Milestones			
			1 year (2009-2010)		3-5 year (2012-2013)	
	·Tejas Lee	·Listening Comprehension Kindergarten – 90%  ·Fluency rate 1 <sup>st</sup> gr. – 80% ≥ 60 wpm 2 <sup>nd</sup> gr. – 80% ≥ 90 wpm 3 <sup>rd</sup> gr. – 80% ≥ 90wpm	·Listening Comprehension Kindergarten – 85%  ·Fluency rate 1 <sup>st</sup> gr. – 70% ≥ 60 wpm 2 <sup>nd</sup> gr. – 70% ≥ 90 wpm 3 <sup>rd</sup> gr. – 70% ≥ 90wpm			·Listening Comprehension Kindergarten – 90%  ·Fluency rate 1 <sup>st</sup> gr. – 80% ≥ 60 wpm 2 <sup>nd</sup> gr. – 80% ≥ 90 wpm 3 <sup>rd</sup> gr. – 80% ≥ 90wpm
	Reading Renaissance	100% student participation 10% or fewer students at-risk on diagnostic report	85% student participation 15% or fewer students at-risk on diagnostic report			100% student participation 10% or fewer students At-risk on diagnostic report
	·TELPAS- Growth Measure	·Meet standards for annual measurable achievement objectives (AMAO)  ·85% of student groups meeting AMAO passing standards on each test	<b>AMAO 1</b> Progress % of current LEP student progressing by at least one proficiency level a year  <b>AMAO 2</b> Attainment % of current LEP students reaching advanced high			<b>AMAO 1</b> Progress % of current LEP student progressing by at least one proficiency level a year  <b>AMAO 2</b> Attainment % of current LEP students reaching advanced high
			AMAO 1	AMAO 2	AMAO 1	AMAO 2
		K-2 <sup>nd</sup>	66%	22%	80%	40%
		3 <sup>rd</sup> –12 <sup>th</sup>	63%	45%	70%	65%
	·Benchmarks (Q2 and Q4)- Passing Standard	·≥ 85% by subject/grade level- District average	·≥ 70% by subject/grade level- District average		·≥ 85% by subject/grade level- District average	
	·AYP	·100% of all campuses meet requirements for Adequate Yearly Progress	·100% of all campuses meet requirements for Adequate Yearly Progress		·100% of all campuses meet requirements for Adequate Yearly Progress	

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
Focus on College Readiness	·SAT	·SAT-1030	950-1000	1000-1100
	·Participation Rate	·11 <sup>th</sup> Grade – 75%	·11 <sup>th</sup> Grade – 68%	·11 <sup>th</sup> Grade – 75%
		·12 <sup>th</sup> Grade – 75%	·12 <sup>th</sup> Grade – 68%	·12 <sup>th</sup> Grade – 75%
	·ACT	·ACT-21	·18	·21
	·Participation Rate	·11 <sup>th</sup> Grade – 75%	·11 <sup>th</sup> Grade – 68%	·11 <sup>th</sup> Grade – 75%
		·12 <sup>th</sup> Grade – 75%	·12 <sup>th</sup> Grade – 68%	·12 <sup>th</sup> Grade – 75%
	·Number/percent of Texas Scholars (Recommended/Distinguished Plan)	·100% of all graduating students	·100% of all graduating students	·100% of all graduating students
	DAP	·80% of all graduating students	·Top 10% of graduating students	·Top 25% of all graduating students
	·# of 8 <sup>th</sup> Grade students enrolled in Alg. 1	·Increase by 15% of previous yr	·Increase by 10%	·Increase by 10%
	UIL Academic Participation	At least 25% of Ss enrolled	10% of Ss enrollment	15% of Ss enrolled
	Number of Merit Scholars	1 per HS	1 per HS	1 per HS
	AP Commended Scholars	2 per HS	1 per HS	1 per HS
	Number of Ss/percent of Academic Scholarships offered- 6 state qualifiers	·# of scholarships offered- 4	·Increase- 75%	·Increase- 100%
	·Male	·Male	·Increase	·Increase
	·Female	·Female	·Increase	·Increase
	·Number/percent of Fine Arts Scholarships offered	15 (5 per high school)	6 (2 per campus)	·Increase
	·Male	·Male-7	·Male-3	·Male-7
	·Female	·Female-8	·Female-3	·Female-6

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
	·Number/percent of Athletic Scholarships offered	·Baseline	·Increase	·Increase
	·Male	·Male-40	·Male-30	·Male-40
	·Female	·Female-40	·Female-30	·Female-40
	·Number/percent of students enrolled in college after graduation	·TBA	·Baseline 50%	·Increase
	·Number of AP exams with grades of 3,4, or 5 (earned college credit)	·Increase by 20%	·Increase 558 by 4% (580)	·Increase by 20%
	Explore (8 <sup>th</sup> )/Plan (10 <sup>th</sup> ) # of Ss Taking exam	70% of the Ss will score ____ Explore :            Plan: English <u>16</u> English <u>18</u> Math <u>18</u> Math <u>20</u> Reading <u>20</u> Reading <u>22</u> Science <u>23</u> Science <u>24</u>	60% of the Ss will score ____ Explore:            Plan: English 14        English <u>16</u> Math <u>16</u> Math <u>18</u> Reading <u>18</u> Reading <u>20</u> Science <u>21</u> Science <u>22</u>	70% of the Ss will score ____ Explore :            Plan: English <u>16</u> English <u>18</u> Math <u>18</u> Math <u>20</u> Reading <u>20</u> Reading <u>22</u> Science <u>23</u> Science <u>24</u>

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
AP Courses		% of the Ss will enroll in AP classes LJHS- 60% PHS- 50% JLHS- 45%	% of the Ss will enroll in AP classes LJHS- 37% PHS- 30% JLHS- 25%	% of the Ss will enroll in AP classes LJHS- 60% PHS- 50% JLHS- 45%
		50% of Ss taking AP Exam	20% of Ss enrolled	50% of Ss taking AP Exam
		% of Ss scoring a 3,4,5 LJHS- 60% PHS- 49% JLHS- 60%	% of Ss scoring a 3,4,5 LJHS- 43% PHS- 29% JLHS- 36%	% of Ss scoring a 3,4,5 LJHS- 60% PHS- 49% JLHS- 60%
	Academy Students	800	650	800
Dual Enrollment		LJHS 400	LJHS 300	LJHS 400
		PHS 600	PHS 500	PHS 600
		JLHS 250	JLHS 175	JLHS 250

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
1.4 Recruit, develop and retain highly qualified instructional staff	·District level/department level systematic approach for identifying and training highly-qualified applicants for all positions	·All open leadership positions are filled with highly qualified trained applicants	·Highly-qualified applicants for open leadership positions to ensure succession plan	·All open leadership positions are filled with highly qualified trained applicants
	·# of highly qualified applicants	·> 5 applicants per position	·> 5 applicants per position	·> 5 applicants per position
	·# of highly qualified applicants	·> 4 applicants per position	·> 4 applicants per position	·> 4 applicants per position
	·Training opportunities for future leaders in a supervisory capacity	·4 per year	·4 per year	·4 per year
	·Number of teachers and paraprofessionals meeting highly qualified requirements	·100%	·100%	·100%
	·Turnover rate of Highly Qualified Teachers	·<10%	·<10%	·<10%
	Hire teachers with Masters Degrees in order to offer AP courses	3 per content per HS	2 per content per HS	3 or more per content per HS
	·Turnover rate of principals and assistant principals	·Benchmark Principals	·Benchmark Principals	·Benchmark Principals

# La Joya Independent School District 2009–2010 Violent and Crime Incidents

By  
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Executive Director for Student Services



# Violent and Criminal Incidents

- Texas statute (TEC 39.053) requires La Joya Independent School District to publish an annual report on violent and criminal incidents at the district.
- The report must include: number, rate and type of incidents, information concerning school violence prevention and intervention policies and procedures used by the district, and findings from the Safe and Drug-Free Schools and Communities Act (SDFSC) Survey.

# Violent and Criminal Incidents

## Number, rate and type of incidents,

	2008-2009	2009-2010
Felony	43	28
Arson	1	0
Misdemeanor	902	453
Firearms	0	0
Knives Less than 5.5"	1	5
Assault	60	37
Gang Violence	83	27
Off Campus Serious Offenses	2	1
Prohibited Weapons	6	1
Terroristic Threat	4	4
Fighting	997	394
Other Reported Code of Conduct Violations	5278	2842
<b>Total</b>	<b>7,377</b>	<b>3,797</b>



# Violent and Criminal Incidents

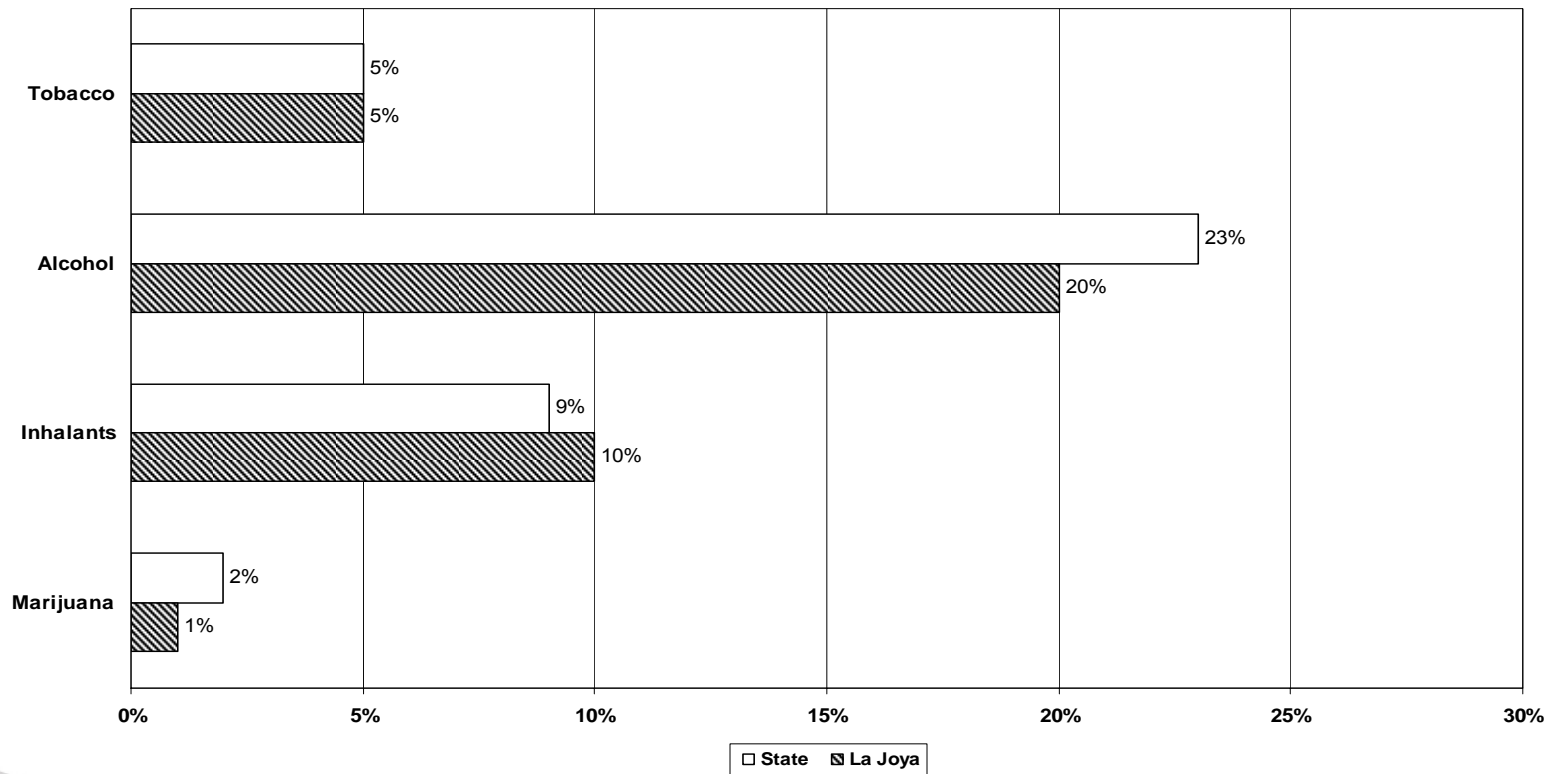
## Findings from

### Safe and Drug Free Schools and Communities Act (SDFSC)

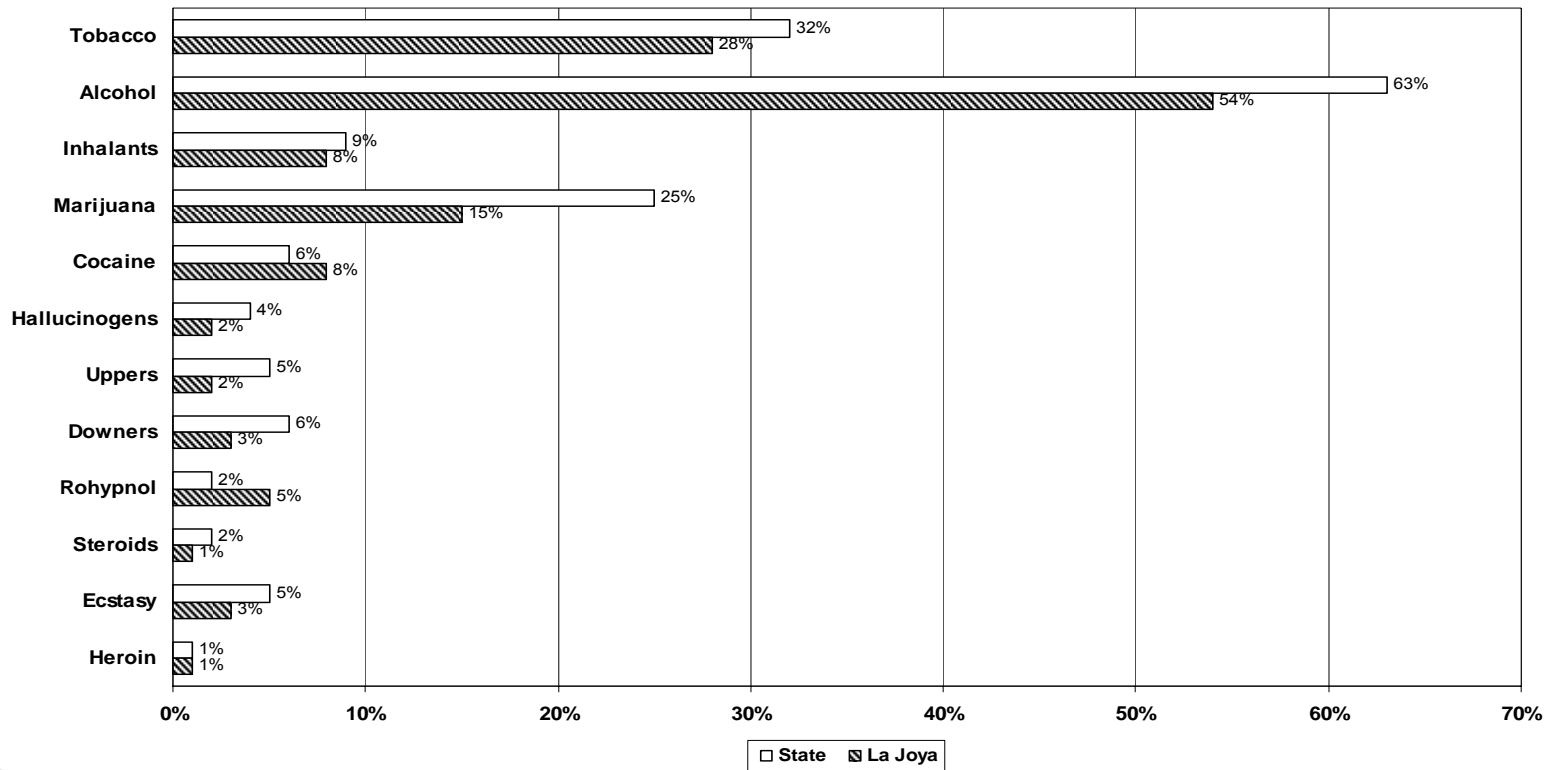
- The Texas School Survey, conducted by the Public Policy Research Institute (PPRI) in conjunction with the Texas Department of State Health Services (DSHS), is administered every other year to a representative sample of Texas students in grades 4 through 6 and grades 7 through 12.
- The Survey collects (self-reported) use of Tobacco, Alcohol, Inhalants, and Marijuana use from elementary and/or secondary students in individual districts throughout the state of Texas.
- In the Spring of 2008, a total of **1579 elementary students** in grades 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> from La Joya ISD completed the survey.
- A total of **1827 secondary students** in grades 9-12<sup>th</sup> also participated in the survey.



## Comparison Between La Joya ISD & State (Elementary Students) Prevalence of Lifetime Substance Use Among Elementary Students



# Comparison Between La Joya ISD & State (Secondary Students) Prevalence of Lifetime Substance Use Among Secondary Students



## District Overview of Results Elementary & Secondary

- Overall, the general use of tobacco, Marijuana, and Inhalants among La Joya ISD **elementary students** in 2008 **was similar** to that reported by their counterparts statewide.
- Overall, La Joya **elementary students** were experimenting with alcohol in 2008 at rates **lower** than those reported by their counterparts statewide.
- Overall, the general use of tobacco, Alcohol, and Marijuana among La Joya ISD **secondary students** in 2008 was **lower** to that reported by their counterparts statewide.
- Overall, La Joya ISD **secondary students** were using inhalants at rates **similar** to those reported by their counterparts statewide.

# Violent and Criminal Incidents

## School Violence Prevention and Intervention Policies and Procedures used by the District

- District Student Code of Conduct
- Surveillance Cameras
- Chapter 37: Preventions and Interventions
- Safe and Drug Free Schools (SDFSC)
- School Counseling and Outside District Agencies Referral
- Anti-bullying Campaign + Drug Prevention Use Campaigns
- Responsibility Education
- Value Codes
- Response to Intervention (RTI)
- Section 504
- Special Education Services
- Communities in Schools
- Parental Involvement
- Anti-gang Violence and Crime Prevention Community Task Force
- Middle Schools use of the “Seven Habits of Highly Effective Teens”
- High Schools use of “Capturing Kids Hearts”
- High School use of “Discipline Center” Model by Dr. Jason Mixon

# High School Graduates from FY2007 Enrolled in Texas Public or Independent Higher Education in FY2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
<b>LA JOYA ISD</b>								
	108912003 ALTER CTR FOR ED							
	Four-Year Public University	5	1	0	2	0	2	0
	Two-Year Public Colleges	28	6	3	3	3	9	4
	Independent Colleges & Universities	0						
	Not Trackable	30						
	Not Found	96						
	Total High School Graduates	159						
	108912001 LA JOYA SENIOR HIGH SCHOOL							
	Four-Year Public University	161	51	37	26	22	19	6
	Two-Year Public Colleges	209	42	24	30	36	49	28
	Independent Colleges & Universities	5						
	Not Trackable	121						
	Not Found	238						
	Total High School Graduates	734						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



# Accessing the AEIS Report

- Public Hearing – January 13, 2010
- Where the report is available
  - TEA - <http://ritter.tea.state.tx.us/perfreport/aeis/>
  - District Website – [www.lajoyaisd.com](http://www.lajoyaisd.com)
  - Central Office – Office of Curriculum and Evaluation