

Academic Excellence Indicator System 2009-2010

Annual Report and Public Hearing
La Joya Independent School District

January 12, 2011



*Texas Education Code Chapter 39** requires each district's board of trustees to publish an annual report that includes the AEIS report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.4023(e) from the Texas Higher Education Coordinating Board.

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 2010 Accountability Rating
 - District PBM Special Education Monitoring Results Status (if applicable)
 - District/Campus 2010 Gold Performance Acknowledgments

AEIS Report

Overview – Three Sections

- Section I: District/Campus Performance
 - Data for all indicators used to determine accountability ratings
 - Spring 2010 TAKS Performance
 - Spring 2010 TAKS-Accommodated Performance
 - Completion Rate I for class of 2009
 - 2009-10 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
 - TAKS – Commended Performance Level Measure
 - English Language Learner Progress Measure
 - College-Ready Graduates

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 2010 Standard
 - Student Success Initiative
 - Progress of Prior Year TAKS Failers

AEIS Report

Cover Page

- District/Campus 2010 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 *2009-10 AEIS Glossary*

- District 2010 Gold Performance Acknowledgments:
 - *Advanced Academic Courses (2009-10)*
 - *Recommended High School Program (Class of 2009)*
 - *Commended on Social Studies*

AEIS Report

Section I - Performance

- District/Campus performance indicators include:
 - TAKS Performance – Spring 2010
 - “Met Standard” by grade, subject, and student group
 - Comparison to 2009 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 2010
 - **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 2011 Standard - PREVIEW**
 - 2011 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 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 (2009-10)
 - Grades 7-8 [*Standard Accountability Measure*]
 - Grades 7-12 [*Alternative Accountability Measure*]
 - Grades 9-12
 - Completion Rate II
 - Class of 2009 (with GED) [*Alternative Accountability Measure*]
 - Completion Rate I
 - Class of 2009 (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 2009)

AEIS

Key Issues for 2009-2010

- 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 2010; Full use in 2010-11 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
- New Indicators for 2010-2011
 - Commended Performance Level
 - English Language Learner Progress Measure

AEIS: Accountability Standards

Year	2010	2011	2012
<i>Included Tests</i>	TAKS + TAKS-Acc (All Grades/Subjects)	TAKS + TAKS-Acc + TAKS-M + TAKS-Alt	<p>ASSIGNMENT OF PERFORMANCE RATINGS ARE SUSPENDED.</p> <p><i>A new accountability system is developed with input from educator advisory groups.</i></p> <p><i>Districts will be informed of decisions as they are available.</i></p>
Standards	AA/Re/Ex	AA/Re/Ex	
Reading/ELA	70/80/90	70/80/90	
Writing	70/80/90	70/80/90	
Social Studies	70/80/90	70/80/90	
Mathematics	60/80/90	65/80/90	
Science	55/80/90	60/80/90	

Numbers in red indicate a change in the standard from prior year.

AEIS: Accountability Standards

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

	2010 (2008-09)	2011 (2009-10)	2012 (2009-10)
<i>Academically Acceptable, Recognized, & Exemplary Standards</i>	≤ 1.8%	≤ 1.6%	No Ratings in 2012

AEIS: Accountability Standards

- Completion Rate (HS)
 - Grades 9-12 (2005-06 Freshman Class)
 - Final Decision: Standards by Accountability Year (freshman year of cohort in parentheses)

	State Standards
	AA/RE/EX
2009 - 2010 - Class of 2009	75%/85%/95%
2010 - 2011 - Class of 2010	
2011- 2012 - Class of 2011	No Ratings in 2012

2010 Accountability Ratings

- La Joya ISD – Academically Acceptable – Met Absolute Standards
- La Joya High School – Academically Acceptable – Met Absolute Standards
- Juarez-Lincoln High School – Academically Acceptable – Met Absolute Standards
- La Joya Palmview High School – Recognized – RI/TPM
- Lorenzo De Zavala Middle School – Recognized – RI/TPM
- Cesar Chavez Middle School – Recognized – TPM Only
- Dr. Javier Saenz Middle School – Academically Acceptable – RI Only
- Memorial Middle School – Recognized – TPM Only
- Ann Richards Middle School – Recognized – RI/TPM
- Irene Garcia Middle School – Recognized – TPM Only
- Juan De Dios Salinas Middle School- Recognized – TPM Only

TPM = Texas Projection Measure, EP = Exception Provision, RI = Required Improvement



2010 Accountability Ratings

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

TPM = Texas Projection Measure, EP = Exception Provision, RI = Required Improvement



2010 Accountability Ratings

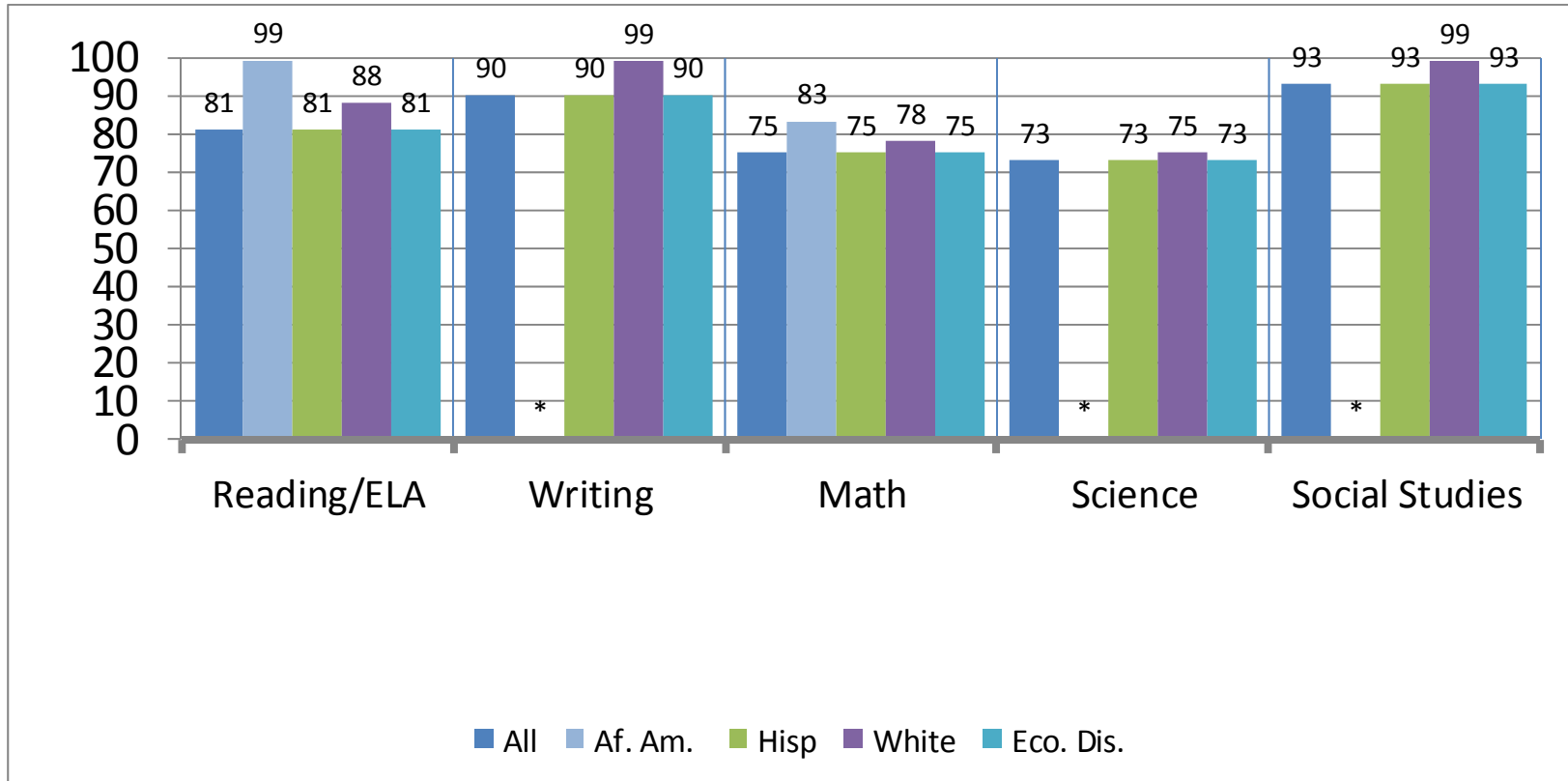
- Patricio Perez Elementary – Recognized – Met Absolute Standards
- Henry B. Gonzalez Elementary – Recognized – Met Absolute Standards
- Lloyd M. Bentsen Elementary – Exemplary – TPM Only
- Sam Fordyce Elementary - Academically Acceptable – Met Absolute Standards
- Emiliano Zapata Elementary – Recognized – TPM Only
- Juan Seguin Elementary – Recognized – RI Only
- Enrique “Kiki” Camarena Elementary – Recognized – Met Absolute Standards
- Dr. Americo Paredes Elementary – Recognized – RI Only
- William J. Clinton Elementary – Academically Acceptable – Met Absolute Standards
- Corina Pena Elementary – Academically Acceptable – Met Absolute Standards
- Evangelina Garza Elementary- Academically Unacceptable

TPM = Texas Projection Measure, EP = Exception Provision, RI = Required Improvement



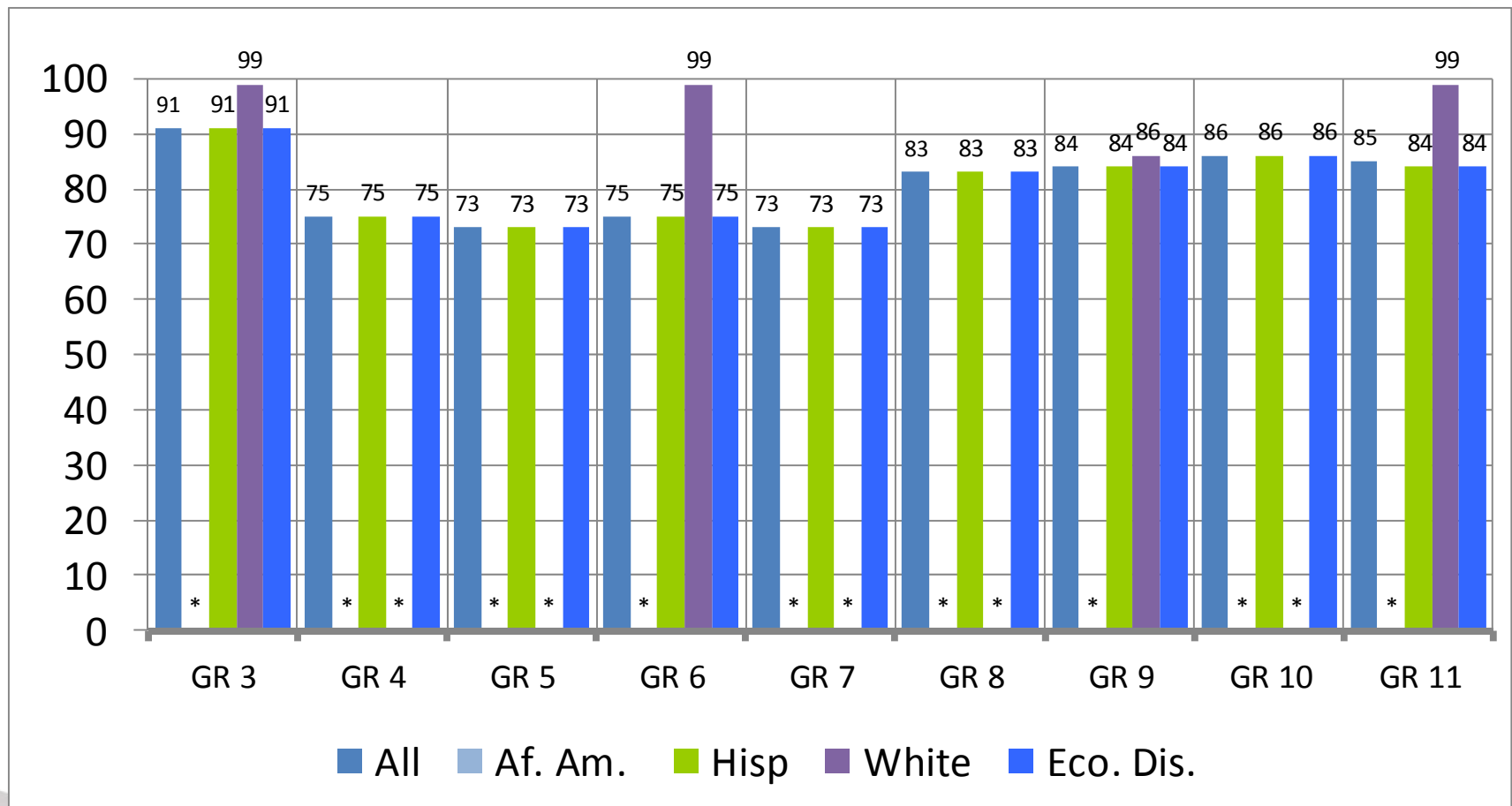
2010 TAKS Performance – La Joya ISD

State Accountability Table



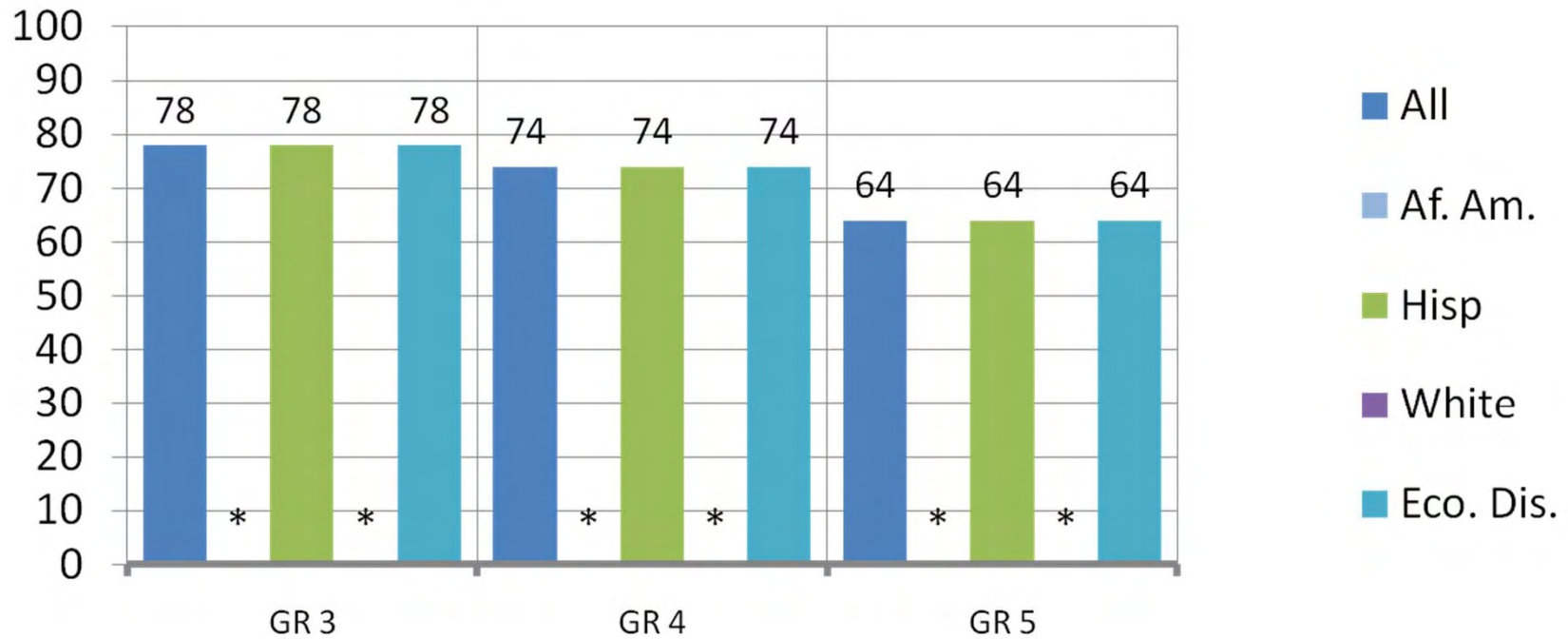
2010 TAKS Performance

Reading/English Language Arts



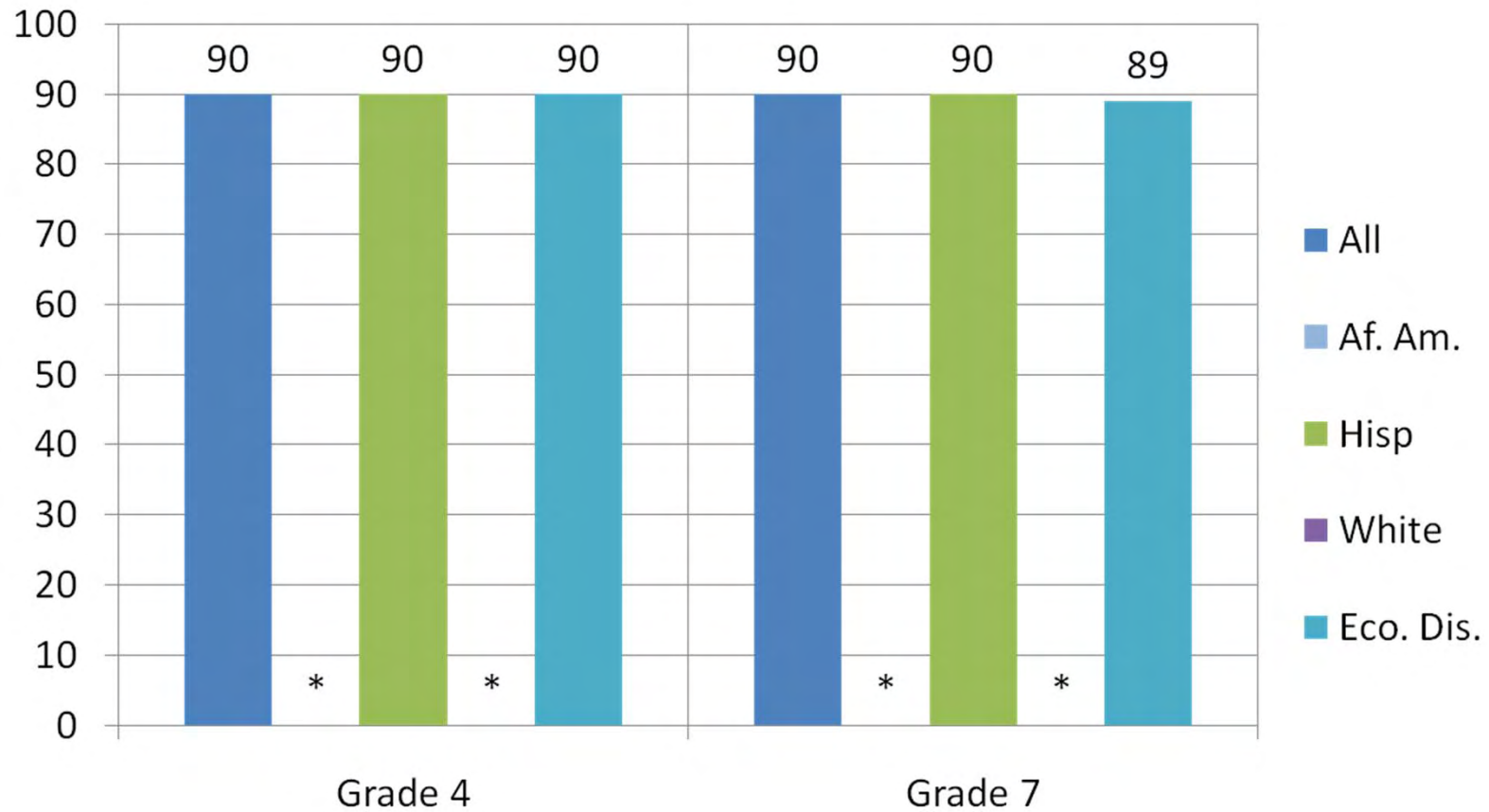
2010 TAKS Performance

Reading/English Language Arts - Spanish



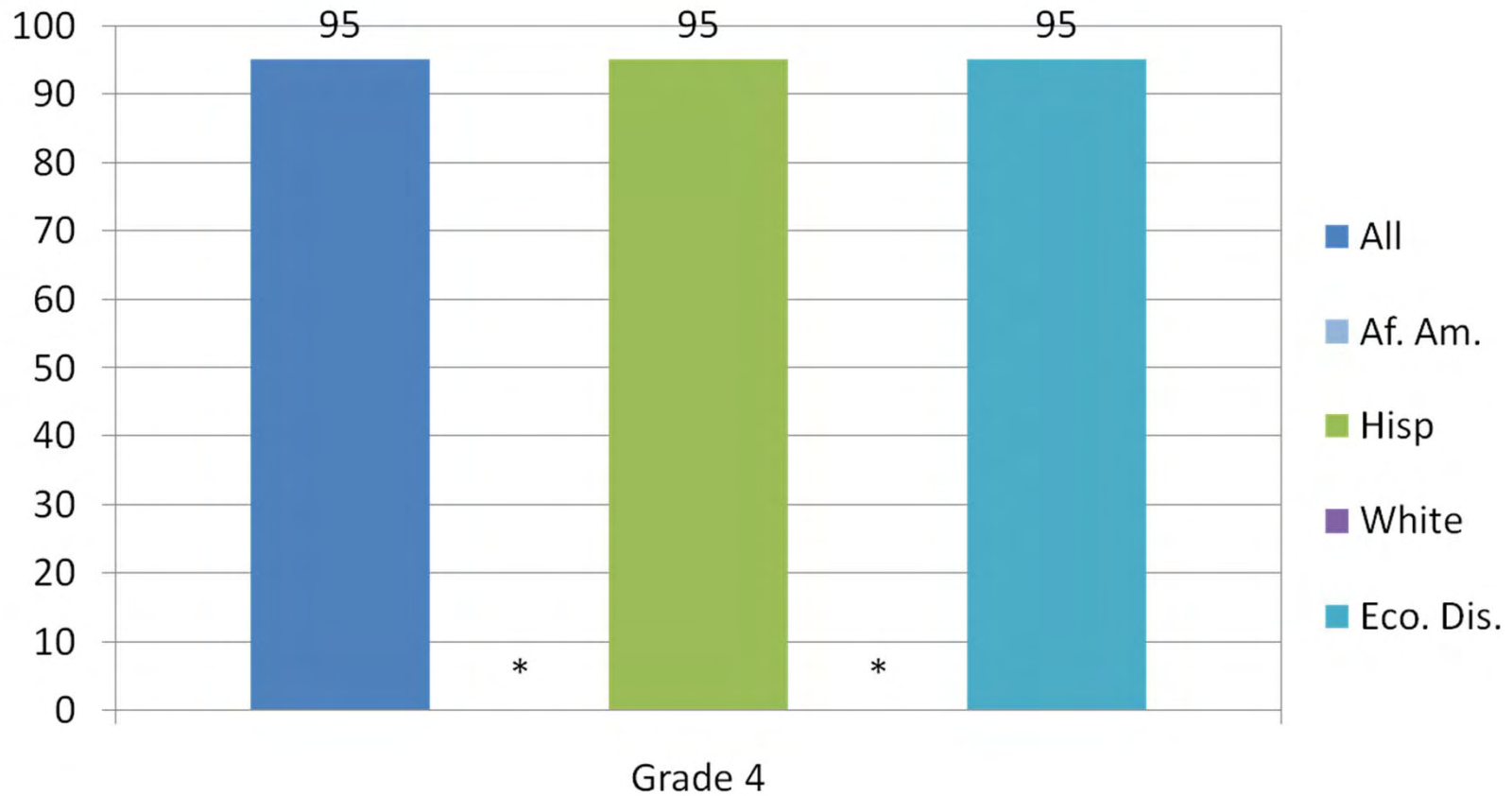
2010 TAKS Performance

Writing



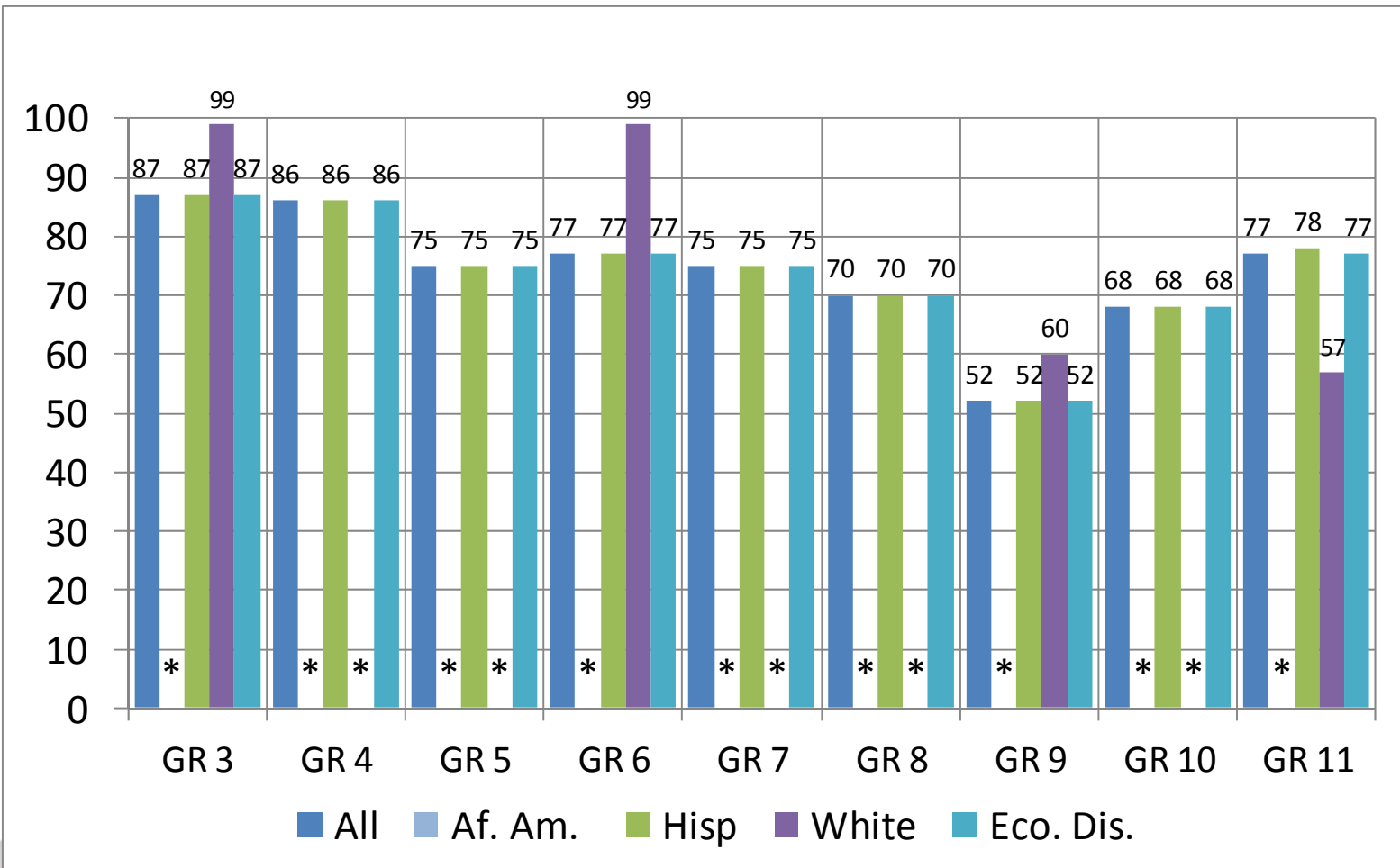
2010 TAKS Performance

Writing - Spanish



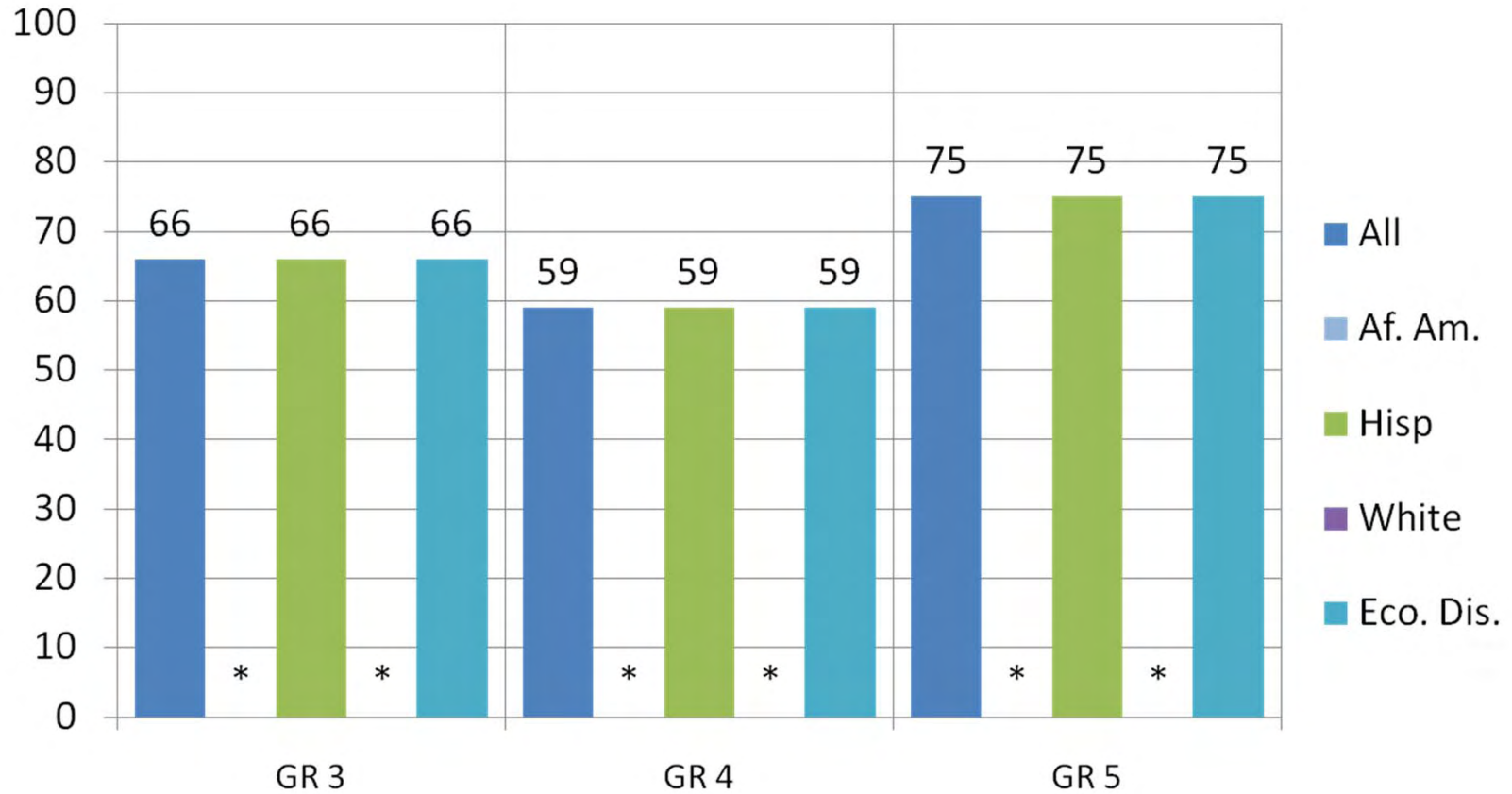
2010 TAKS Performance

Mathematics



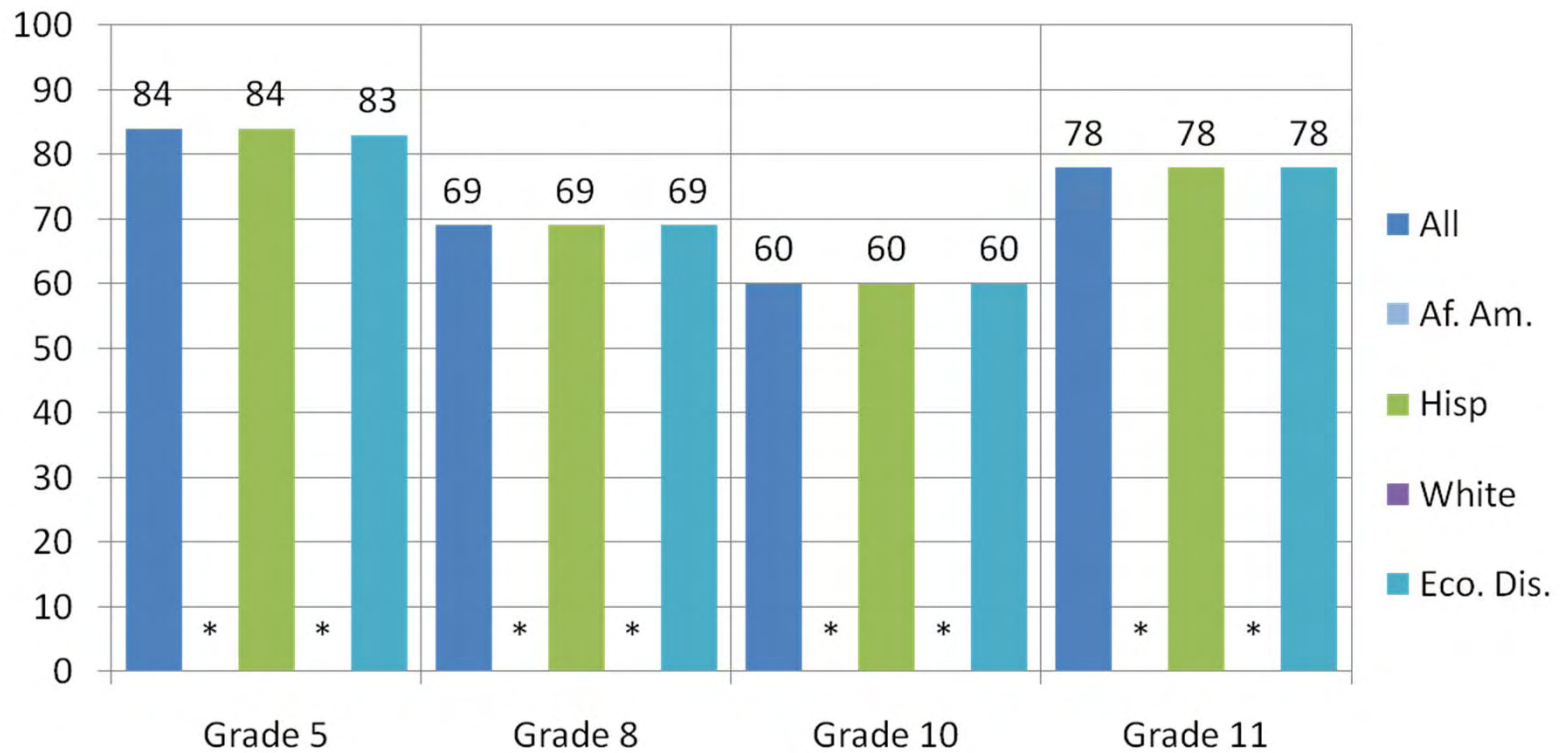
2010 TAKS Performance

Mathematics - Spanish



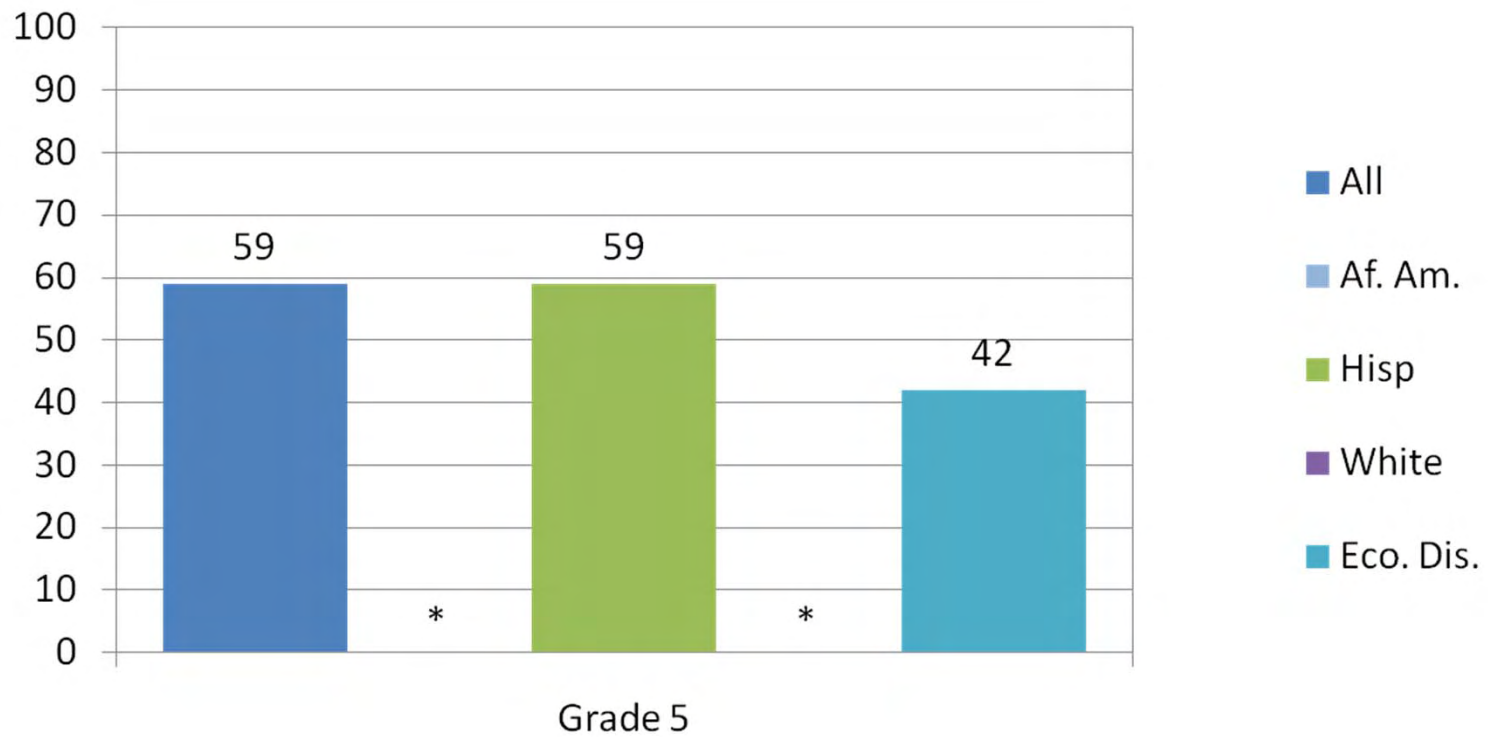
2010 TAKS Performance

Science



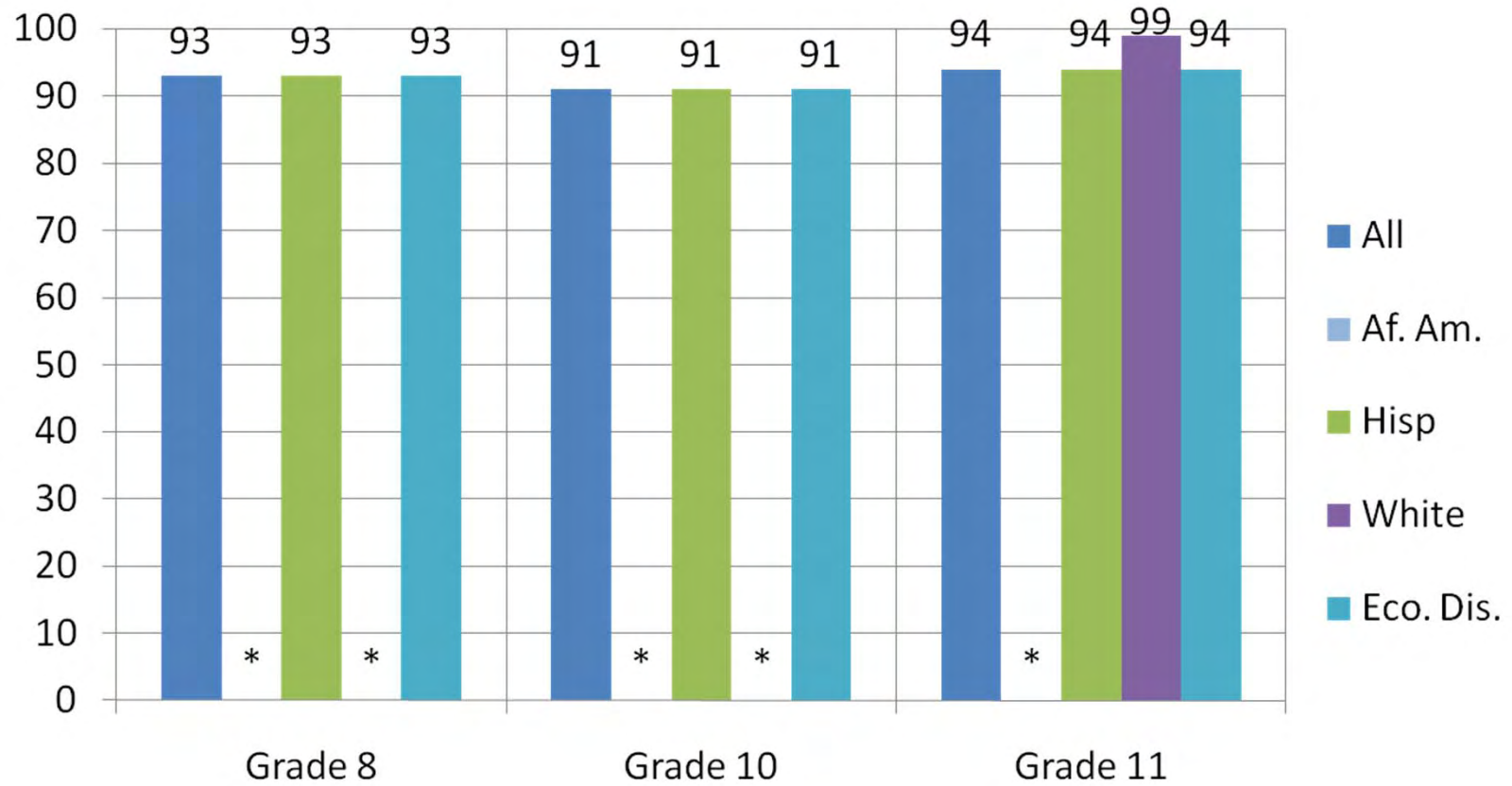
2010 TAKS Performance

Science - Spanish

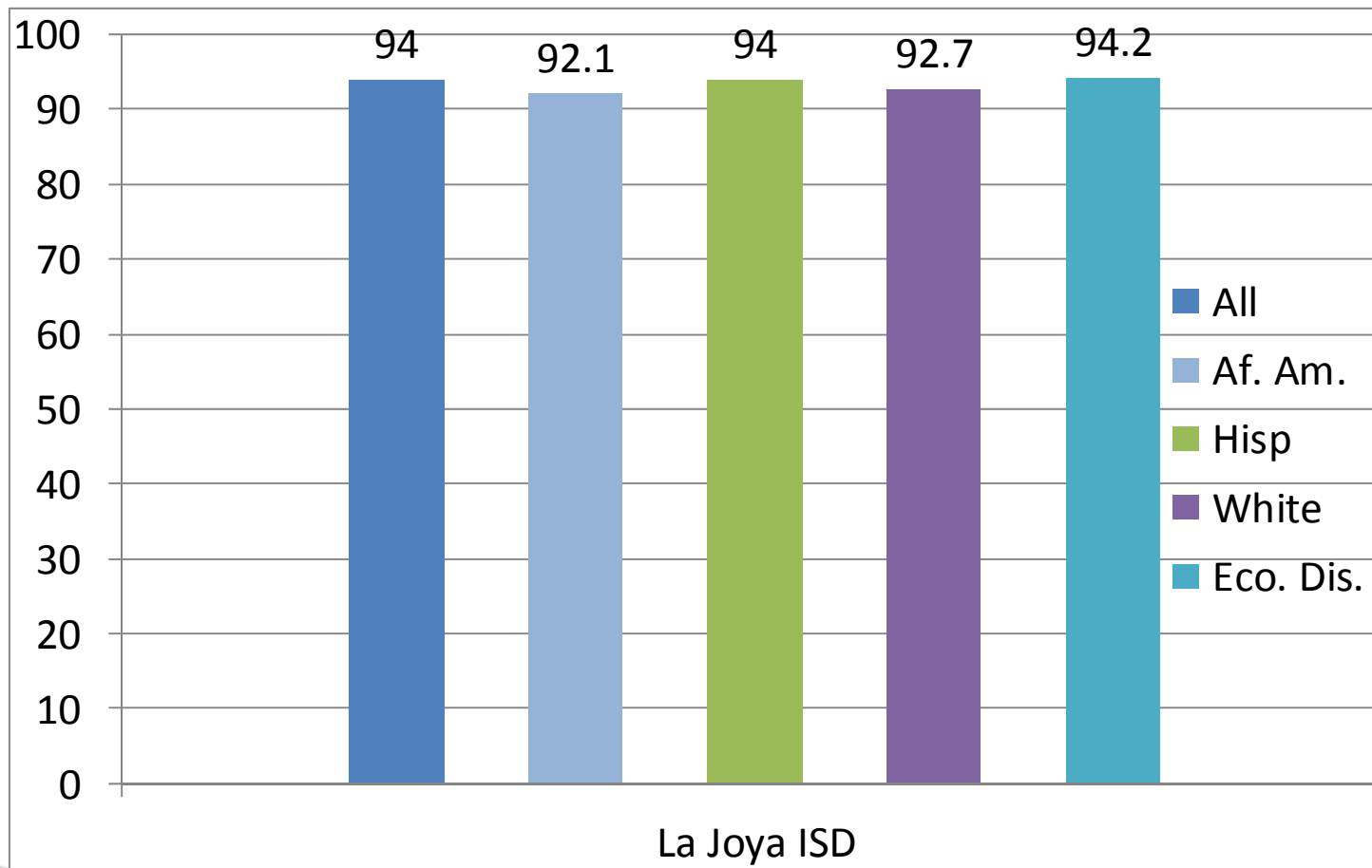


2010 TAKS Performance

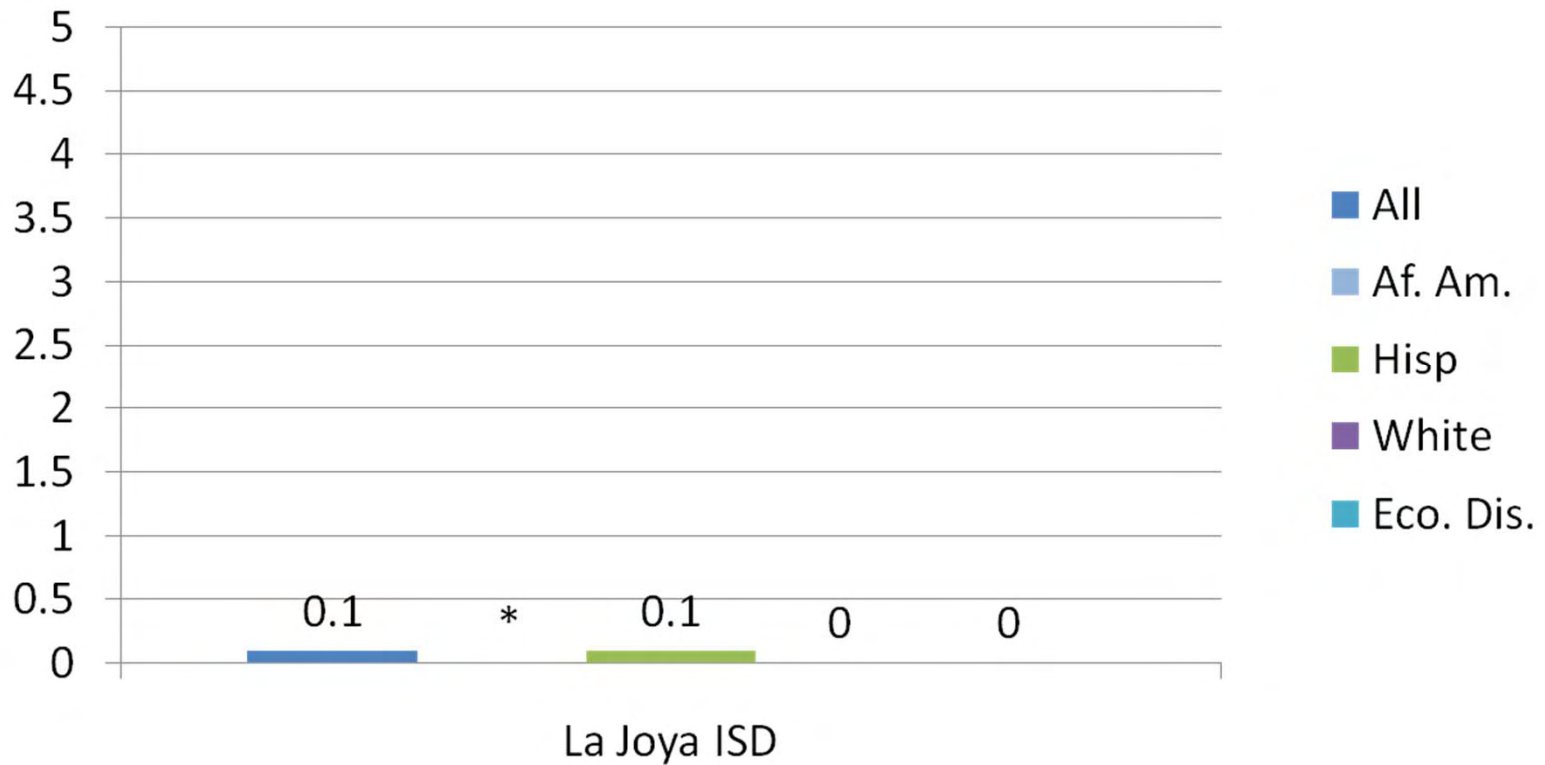
Social Studies



2010 Attendance (2008-2009)



2010 Annual Dropout Rate (Grades 7-8) (2008-2009)

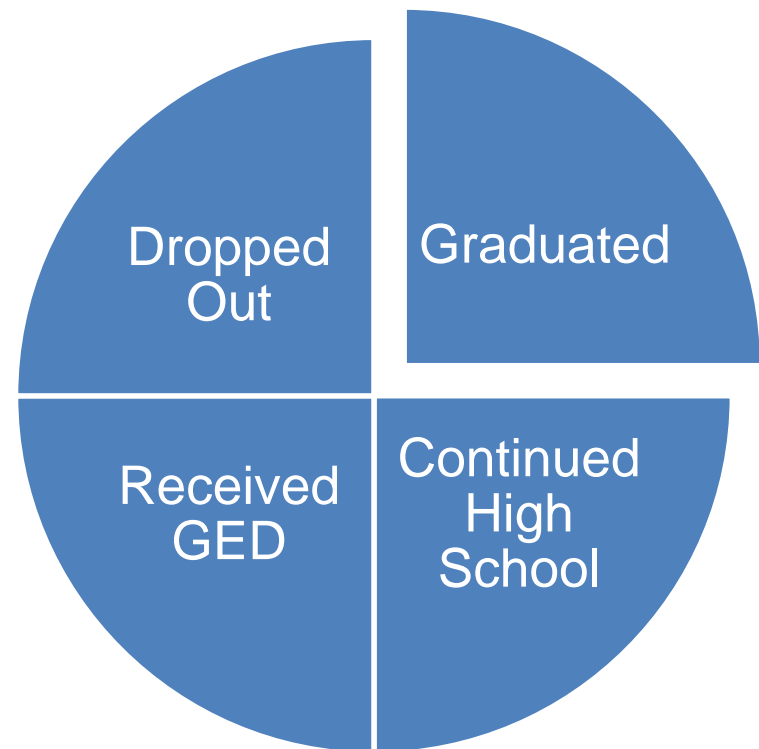


Completion Rate I

Completion Rate I (HS)

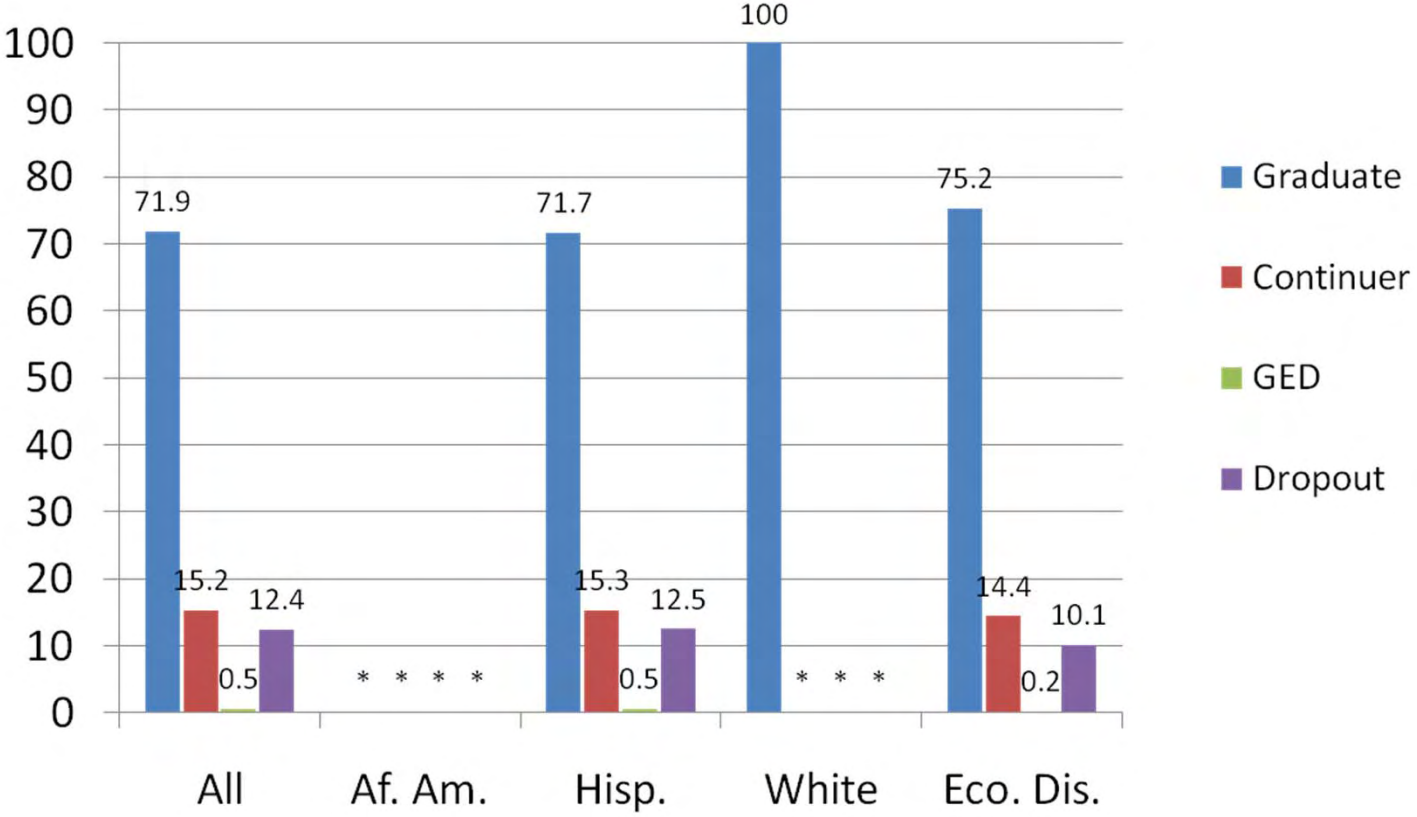
- Grades 9-12
- 4-year cohort measure
- Formula:

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



Completion Rate I

Class of 2009



Additional Indicators:

College Readiness Indicators for High School Allotment

- Percent of high school students completing an Advanced Course/Dual Enrollment:
 - 37.5%

- Percent of 2009 graduates completing the RHSP:
 - 93.9%

- AP and IB examination results
 - Tested: 13.4%
 - Examinees \geq criterion: 13.4%
 - Scores \geq criterion: 31.2%

Additional Indicators:

College Readiness Indicators for High School Allotment

■ SAT/ACT Results

■ Tested:

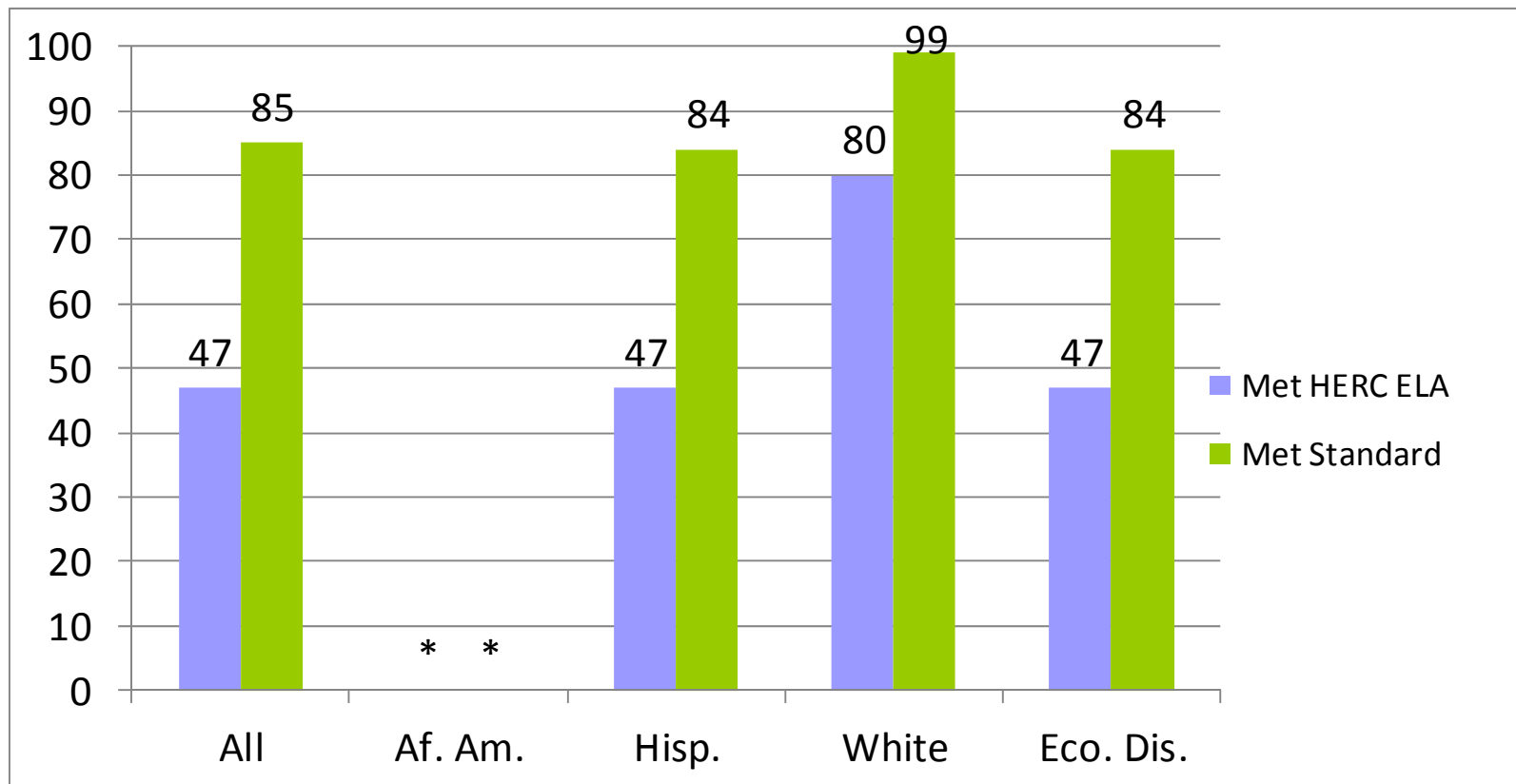
- All Students: 54.8%
- Af. Amer.: *
- Hispanic: 54.4%
- White: 100%

■ At/Above Criterion

- All Students: 4.4%
- Af. Amer.: *
- Hispanic: 4.3%
- White: 10.0%

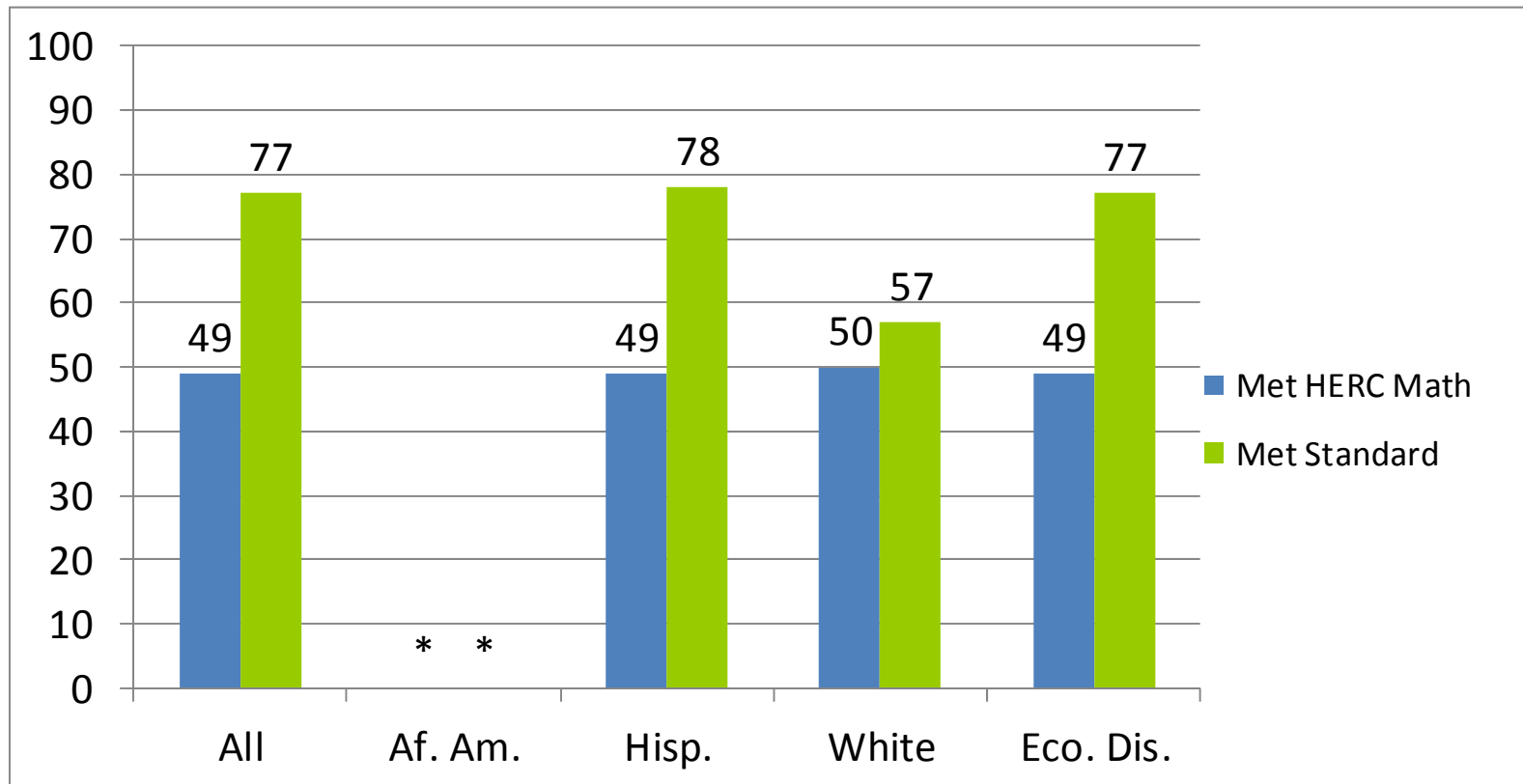
Additional Indicators

2010 11th Graders Meeting HERC vs. Passing TAKS: ELA



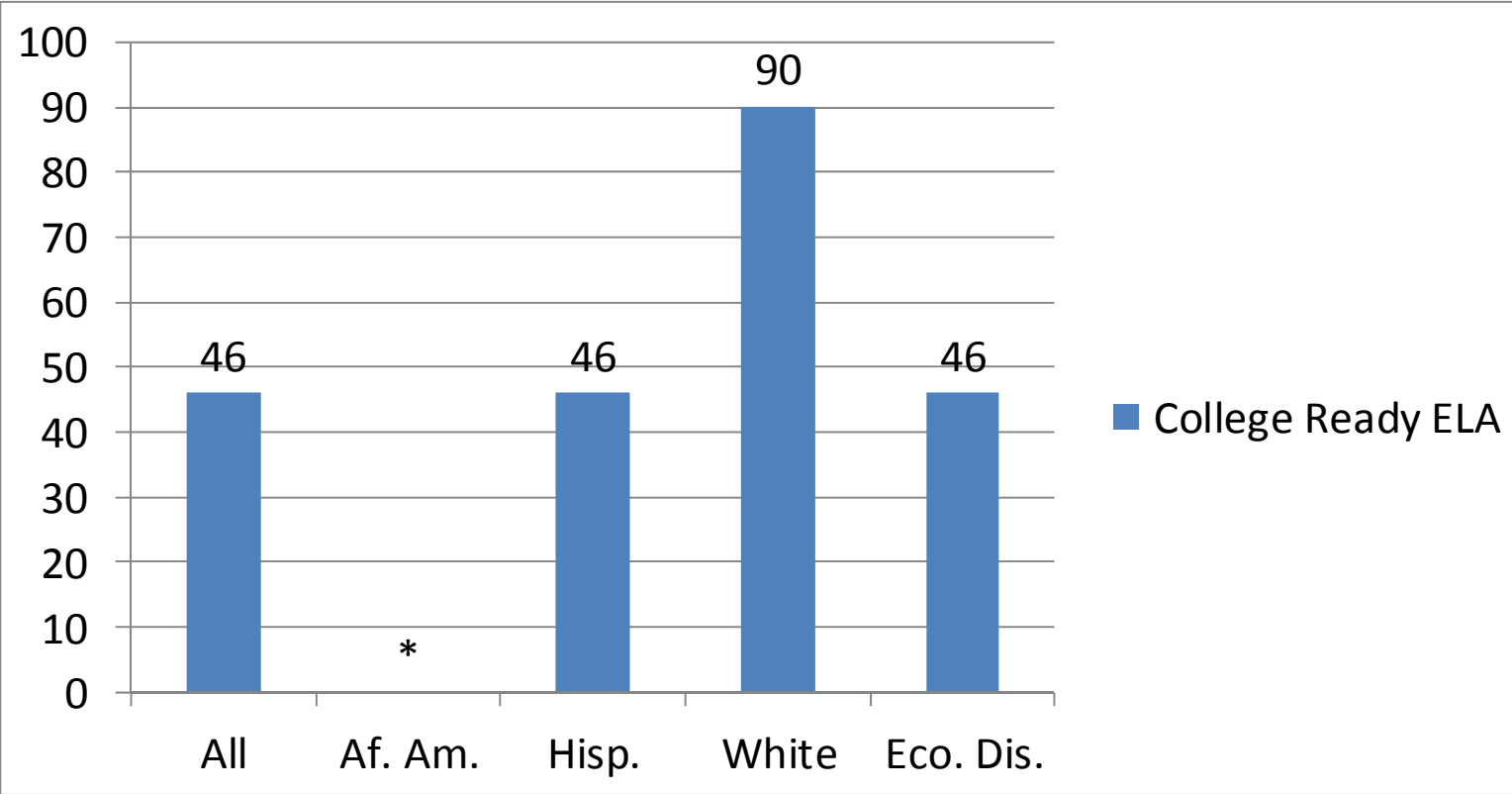
Additional Indicators

2010 11th Graders Meeting HERC vs. Passing TAKS: Math



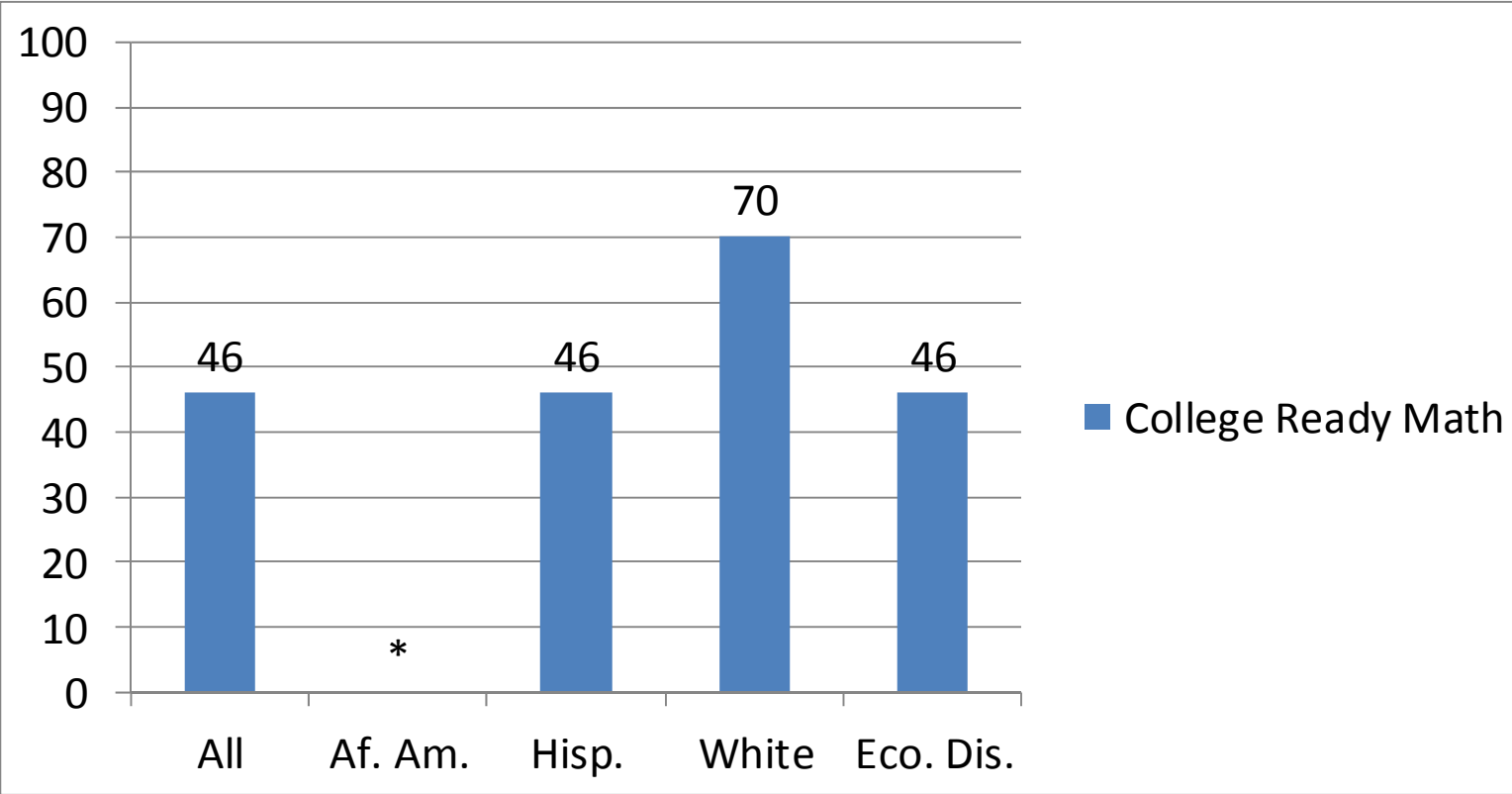
Additional Indicators

2009 College-Ready Graduates: ELA



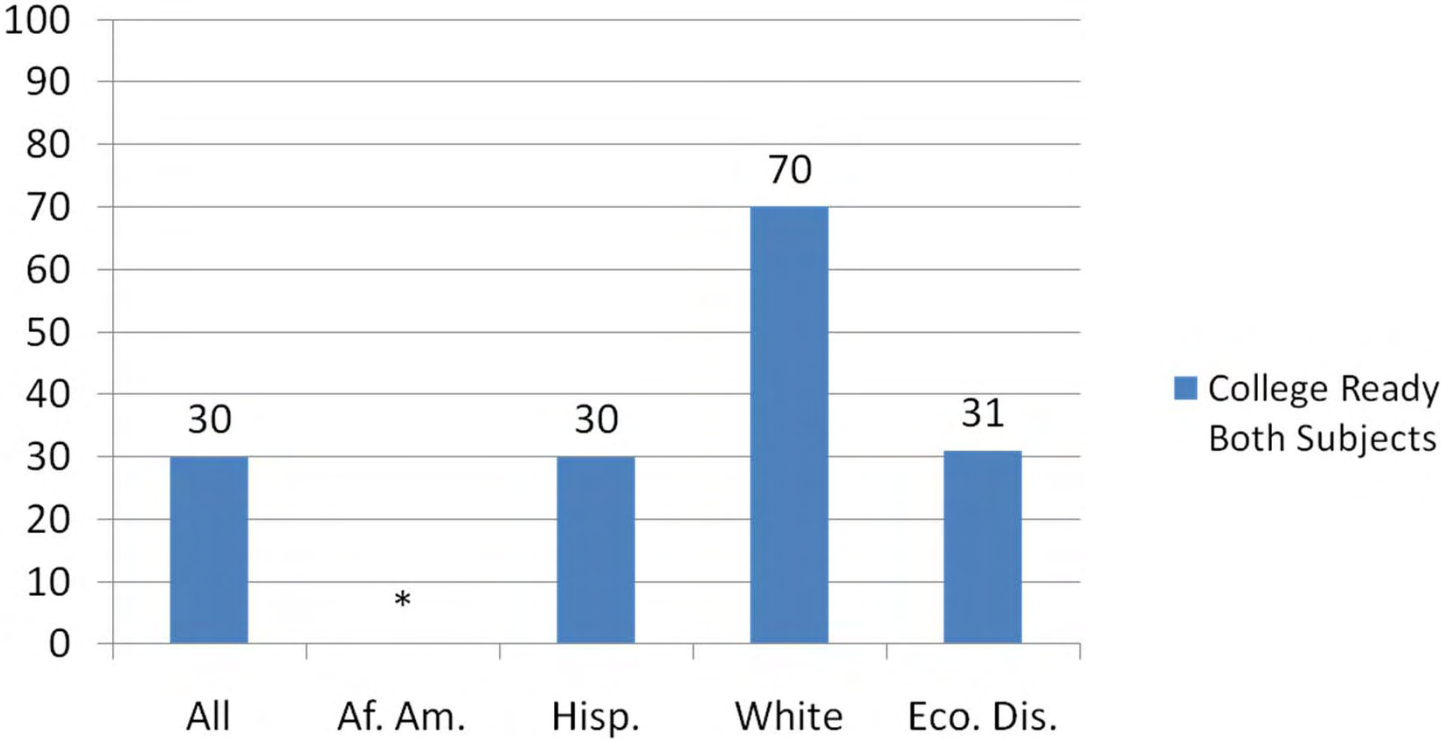
Additional Indicators

2009 College-Ready Graduates: Math



Additional Indicators

2009 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

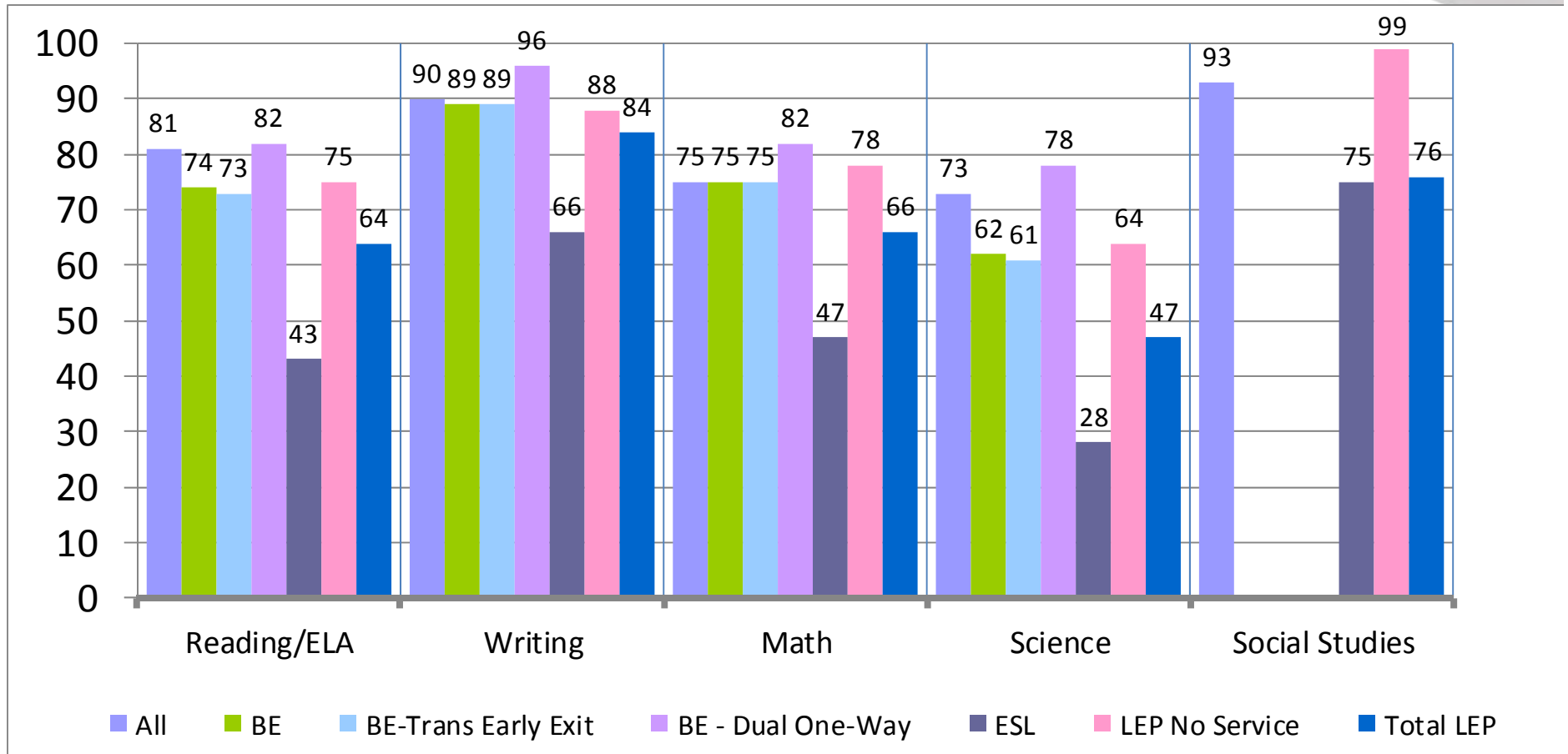
- Financial Information
 - Tax information
 - Revenues
 - Expenditures

AEIS Report

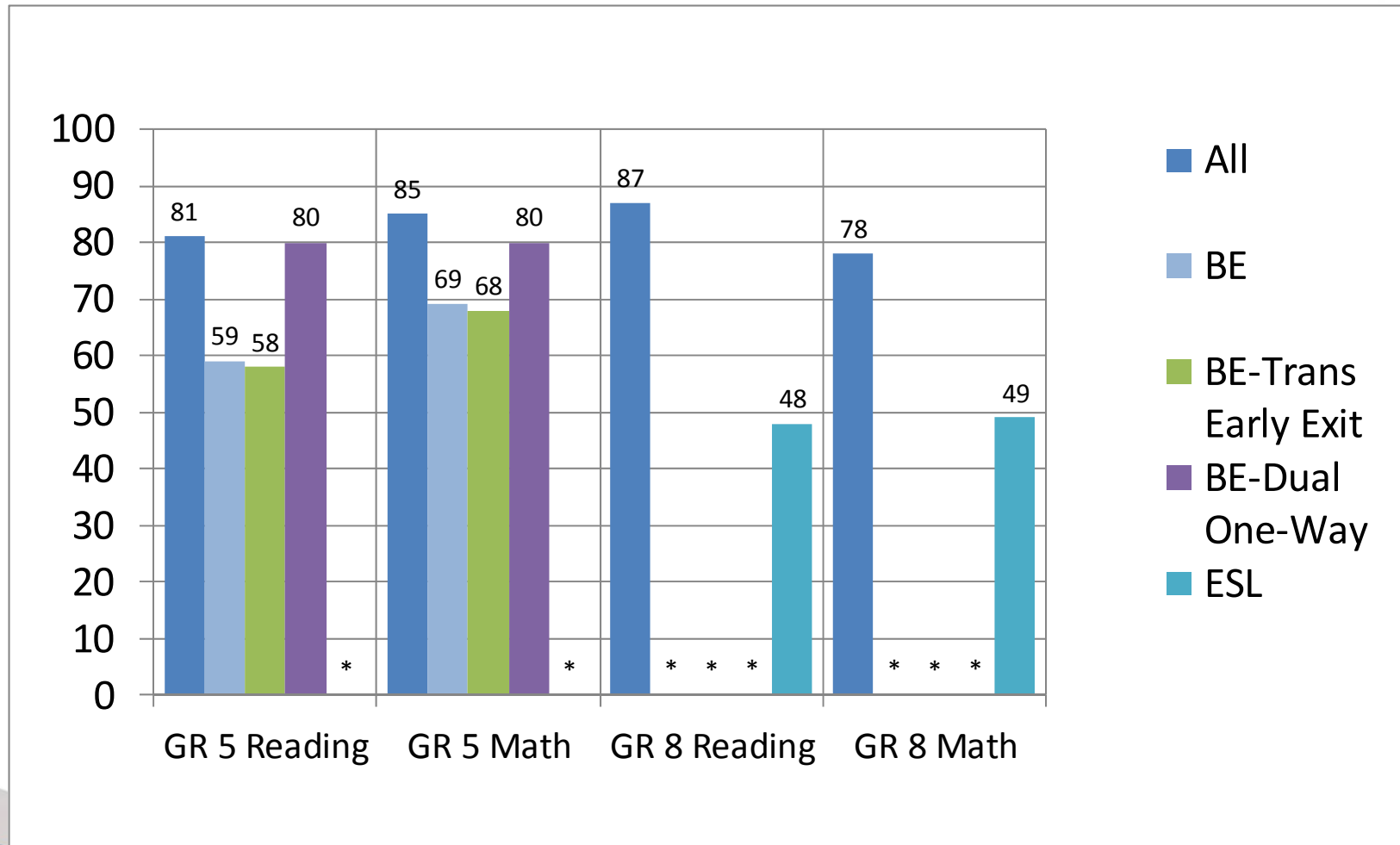
Section III – Bilingual/ESL Report

- TAKS Met 2010 Standard
- Student Success Initiative
- Progress of Prior Year TAKS Failers

2010 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 Curriculum and Instruction
Assistant Superintendent for Administration and Finance
Assistant Superintendent for Human Resources & Student Services

Goals	Measure	Targets	Milestones	
			1 year (2010-2011)	3-5 year (2013-2014)
1.1 Improve, sustain, and support academic student performance at or beyond grade level.	<ul style="list-style-type: none"> ·TAKS+ TAKS A- Passing ·TAKS-M- Passing Standard ·TAKS-Alt- Passing Standard 	<ul style="list-style-type: none"> ·$\geq 90\%$ of students meeting passing standards ·$\geq 50\%$ of students scoring commended performance district-wide in each test subject ·$\geq 85\%$ of students passing all tests taken ·$\leq 3\%$ or less difference between student groups 	<ul style="list-style-type: none"> ·$\geq 90\%$ ·$\geq 40\%$ ·$\geq 75\%$ of students passing all tests taken ·$\leq 5\%$ or less difference between student groups 	<ul style="list-style-type: none"> ·$\geq 90\%$ ·$\geq 50\%$ ·$\geq 85\%$ of students passing all tests taken ·$\leq 3\%$ or less difference between student groups
	·TPRI	<ul style="list-style-type: none"> ·Listening Comprehension Kindergarten – 90% ·Fluency rate 1st gr. – 80% ≥ 60 wpm 2nd gr. – 80% ≥ 90 wpm 3rd gr. – 80% ≥ 120wpm 	<ul style="list-style-type: none"> ·Listening Comprehension Kindergarten – 80% ·Fluency rate 1st gr. – 70% ≥ 60 wpm 2nd gr. – 70% ≥ 90 wpm 3rd gr. – 70% ≥ 120 wpm 	<ul style="list-style-type: none"> ·Listening Comprehension Kindergarten – 90% ·Fluency rate 1st gr. – 100% ≥ 60 wpm 2nd gr. – 100% ≥ 90 wpm 3rd gr. – 100% ≥ 120 wpm

Goals	Measure	Targets	Milestones	
			1 year (2010-2011)	3-5 year (2013-2014)
	·Tejas Lee	·Listening Comprehension Kindergarten – 100% ·Fluency rate 1 st gr. – 80% ≥ 60 wpm 2 nd gr. – 80% ≥ 90 wpm 3 rd gr. – 80% ≥ 110wpm	·Listening Comprehension Kindergarten – 85% ·Fluency rate 1 st gr. – 70% ≥ 60 wpm 2 nd gr. – 70% ≥ 90 wpm 3 rd gr. – 70% ≥ 110wpm	·Listening Comprehension Kindergarten – 90% 100% ·Fluency rate 1 st gr. – 80% ≥ 60 wpm 2 nd gr. – 80% ≥ 90 wpm 3 rd gr. – 80% ≥ 110wpm
	Reading Renaissance	100% student participation 10% or fewer students at-risk on diagnostic report	90% student participation 15% or fewer students at-risk on diagnostic report	100% student participation 10% or fewer students At-risk on diagnostic report

Goals	Measure	Targets	Milestones			
			1 year (2010-2011)		3-5 year (2013-2014)	
	·TELPAS- Growth Measure Meet standard for a annual measurable achievement objectives (AMA)	AMAO 1: Progress 47% of current LEP students progressing by at least one proficiency level a year (All LEP, GR. K-12)	52%		60%	
		AMAO 2: Attainment % of current LEP students reaching advanced high 13% (Year 1-4 LEP) 25% (Year 5+LEP)	15% (Year 1-4 LEP)	25% (Year 5+LEP)	25% (Year 1- 4 LEP)	40% (Year 5+LEP)
		AMAO 3: LEP AYP <i>LEP students group meeting</i>	Meet AYP		Meet AYP	
		K-2 nd	66%	22%	80%	40%
		3 rd -12 th	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 (2010-2011)	3-5 year (2013-2014)
Focus on College Readiness	Participation Rate ACT/ACT	·11 th Grade – ACT 75%	·11 th Grade – SAT 30%	·11 th Grade – 75%
		·12 th Grade – ACT 75%	·12 th Grade – SAT 30%	·12 th Grade – 75%
	·SAT	·SAT-1030	950-1000	1000-1100
	·ACT	·Composite 21	· Composite 19	· Composite 21
		ACT	SAT	
		(2010-2011) # of SS #Tested	(2010-2011) # of SS #Tested	11 th Grade 75%
		11 th LJHS 537 403	11 th LJHS 537 134	12 th Grade 75%
		11 th JLHS 464 348	11 th JLHS 467 116	
		11 th PHS 498 374	11 th PHS 498 125	
		12 th LJHS 493 370	12 th LJHS 493 123	
		12 th JLHS 479 359	12 th JLHS 479 120	
		12 th PHS 595 446	12 th PHS 595 149	

Goals	Measure	Targets	Milestones													
			1 year (2010-2011)	3-5 year (2013-2014)												
	·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 25% of graduating students	·Top 40% of all graduating students												
	·# of 8 th Grade students enrolled in Alg. 1	·Increase by 15% of previous yr	·Increase by 10% (154 students)	·Increase by 10%												
	UIL Academic Participation	At least 25% of Ss enrolled	Increase Elem= 15% MS=10% HS=10 %	25% 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 ·Male ·Female	·# of scholarships offered- 4 <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>PHS</td> <td>4</td> <td>4</td> </tr> <tr> <td>LJHS</td> <td>4</td> <td>4</td> </tr> <tr> <td>JLHS</td> <td>4</td> <td>4</td> </tr> </tbody> </table>		Male	Female	PHS	4	4	LJHS	4	4	JLHS	4	4	·Increase- 75% ·Increase ·Increase	·Increase- 100% ·Increase ·Increase
	Male	Female														
PHS	4	4														
LJHS	4	4														
JLHS	4	4														
	·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 (2010-2011)	3-5 year (2013-2014)
	·Number/percent of Athletic Scholarships offered	·Baseline	·Increase	·Increase
	·Male	·Male-40	·Male-10	·Male-40
	·Female	·Female-40	·Female-10	·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%
	AP Participation	LJHS PHS JLHS	LJHS PHS JLHS	LJHS PHS JLHS
	Explore (8 th)/Plan (10 th) # of Ss Taking exam	70% of the Ss will score____ Explore : Plan: English <u>13</u> English <u>15</u> Math <u>15</u> Math <u>19</u> Reading <u>17</u> Reading <u>17</u> Science <u>20</u> Science <u>21</u>	60% of the Ss will score____ Explore: Plan: English 13 English <u>15</u> Math <u>15</u> Math <u>19</u> Reading <u>17</u> Reading 17 Science <u>20</u> Science <u>21</u>	70% of the Ss will score____ Explore : Plan: English <u>13</u> English <u>15</u> Math <u>15</u> Math <u>19</u> Reading 17 Reading <u>17</u> Science <u>20</u> Science <u>21</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 400	LJHS 500
		PHS 600	PHS 550	PHS 600
		JLHS 250	JLHS 275	JLHS 300
4 year completion rate		LJHS 100 %	LJHS 95%	LJHS 100%
		PHS 100%	PHS 95%	PHS 100%
		JLHS 100%	JLHS 95%	JLHS 100%
4 year graduation rate		LJHS 100 %	LJHS 82%	LJHS 90%
		PHS 100%	PHS 75%	PHS 90%
		JLHS 100%	JLHS 75%	JLHS 90%

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
Ms. Marina Abdullah
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 (PEIMS)

Incident Type	2007-2008	2008-2009	2009-2010
Conduct Punishable as a Felony	47	41	40
Possession of Controlled Substance	119	164	238
Possession of Alcoholic Beverage	6	4	5
Illegal Knife	0	1	1
Prohibited Weapon	3	5	11
Arson	1	1	0
Criminal Mischief	1	9	8
Terroristic Threat	4	4	2
Assault	40	57	89
Cigarette or Tobacco Product	15	23	28
Gang Violence	9	66	45
Fighting/Mutual Combat	537	565	599
Non-Illegal Knife	9	14	22
Off Campus Crimes	2	2	0
TOTAL:	793	956	1,088

Violent and Criminal Incidents

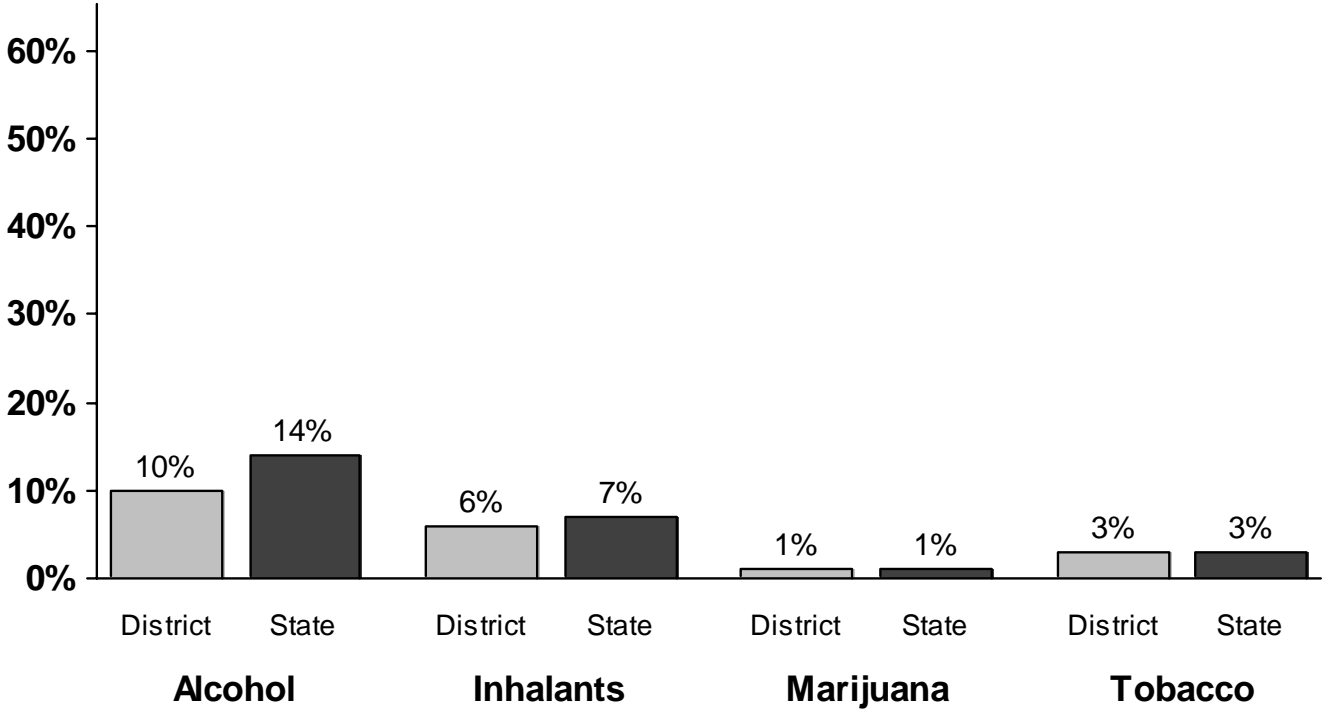
Findings that result from Safe and Drug Free Schools and Communities Act (SDFSC)

- ▶ 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 2010, a total of 1473 elementary students in grades 4 through 6 completed the survey.
- ▶ A total of 2124 secondary students in grades 7th –12th also participated in the survey.



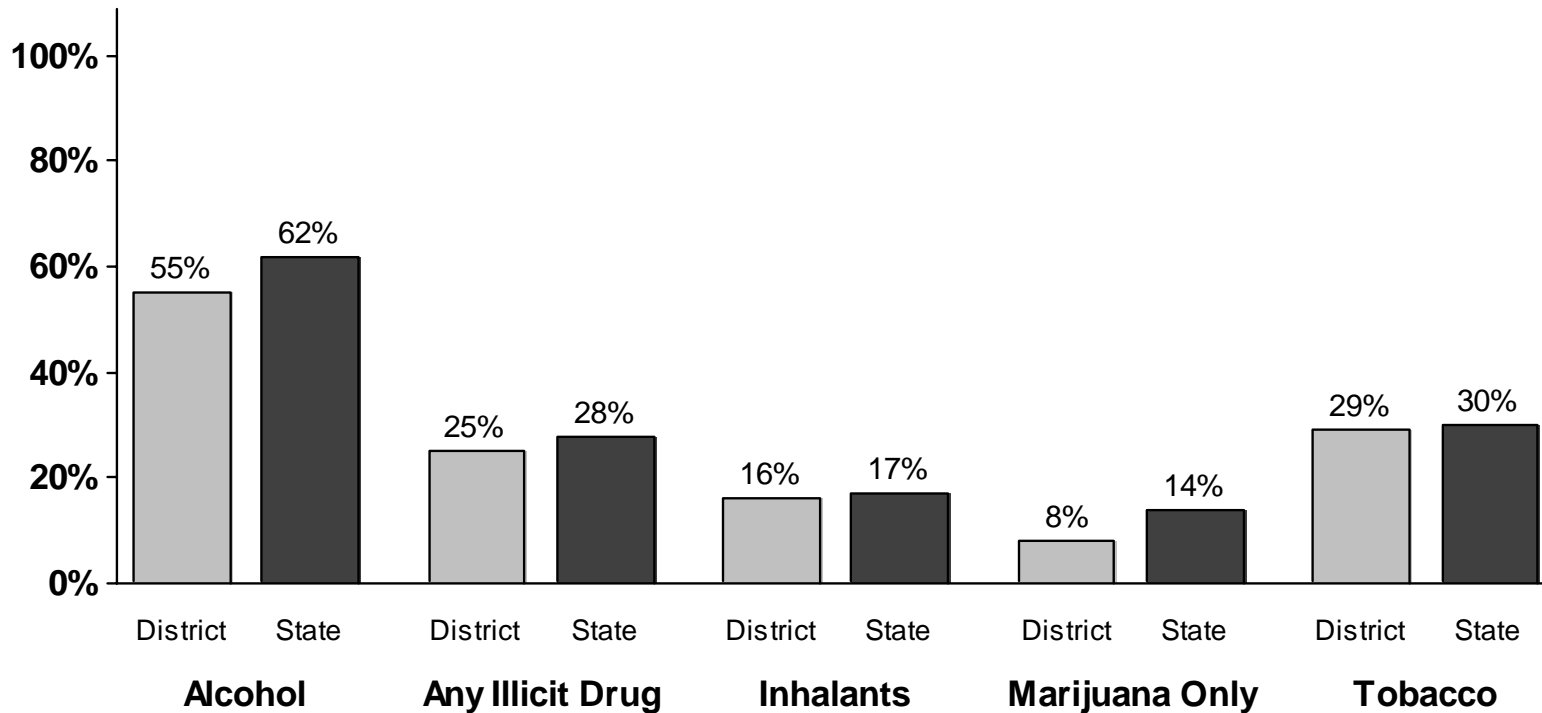
Comparison Between La Joya ISD & State (Elementary Students) Prevalence of Past School Year Substance Use Among Elementary Students

Figure 1-B
Prevalence of Past School Year Substance Use
Among Elementary Students
In LA JOYA ISD



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

Figure 1-A
Prevalence of Lifetime Substance Use
Among Secondary Students
In LA JOYA ISD



District Overview of Results Elementary & Secondary Students

- ▶ Overall, the general use of tobacco, Marijuana, and Inhalants among La Joya ISD elementary students in 2010 was similar to that reported by their counterparts statewide.
- ▶ Overall, La Joya ISD elementary students were experimenting with alcohol in 2010 at rates lower than those reported by their counterparts statewide.
- ▶ Overall, the general use of tobacco, Alcohol, inhalants and Marijuana among La Joya ISD secondary students in 2010 was lower to that 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 (RE)
- ▶ 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 School use of “Discipline Center” Model by Dr. Jason Mixon
- ▶ Monthly Administrative Trainings on Discipline Issues

High School Graduates from 2007-2008 Enrolled in Texas Public or Independent Higher Education in FY2009

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	
LA JOYA ISD								
	108912003 ALTER CTR FOR ED							
	Four-Year Public University	2						
	Two-Year Public Colleges	42	8	7	5	7	9	6
	Independent Colleges & Universities	1						
	Not Trackable	33						
	Not Found	105						
	Total High School Graduates	183						
	108912001 LA JOYA HIGH SCHOOL							
	Four-Year Public University	145	33	29	41	26	16	0
	Two-Year Public Colleges	283	64	45	48	59	45	22
	Independent Colleges & Universities	10						
	Not Trackable	81						
	Not Found	271						
	Total High School Graduates	790						

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 12, 2011
- Where the report is available
 - TEA - <http://ritter.tea.state.tx.us/perfreport/aeis/>
 - District Website – www.lajoyaisd.com
 - Central Office – Office of Curriculum and Evaluation