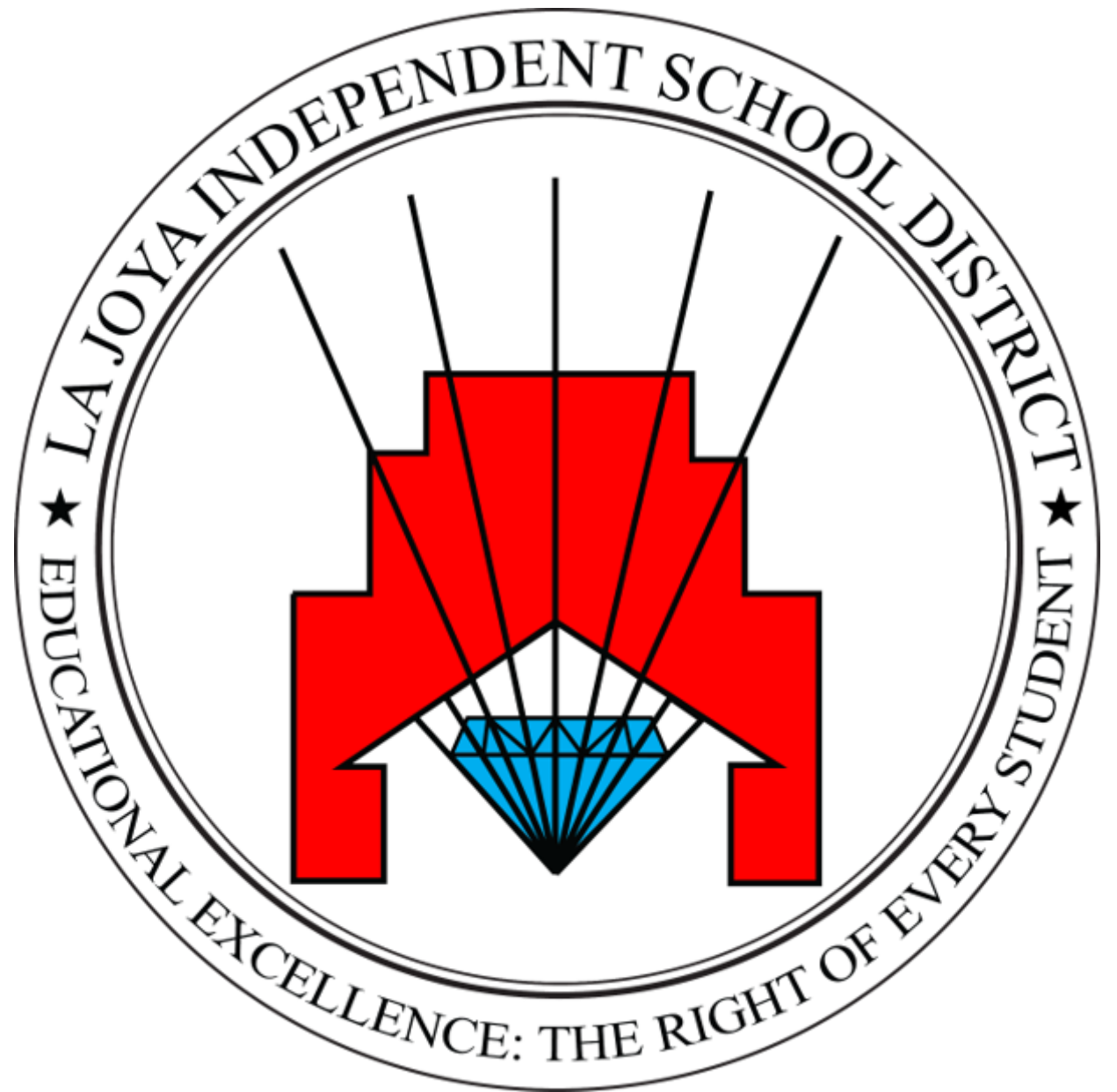


# La Joya ISD

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Texas Academic Performance  
Report

2021-2022 School Year



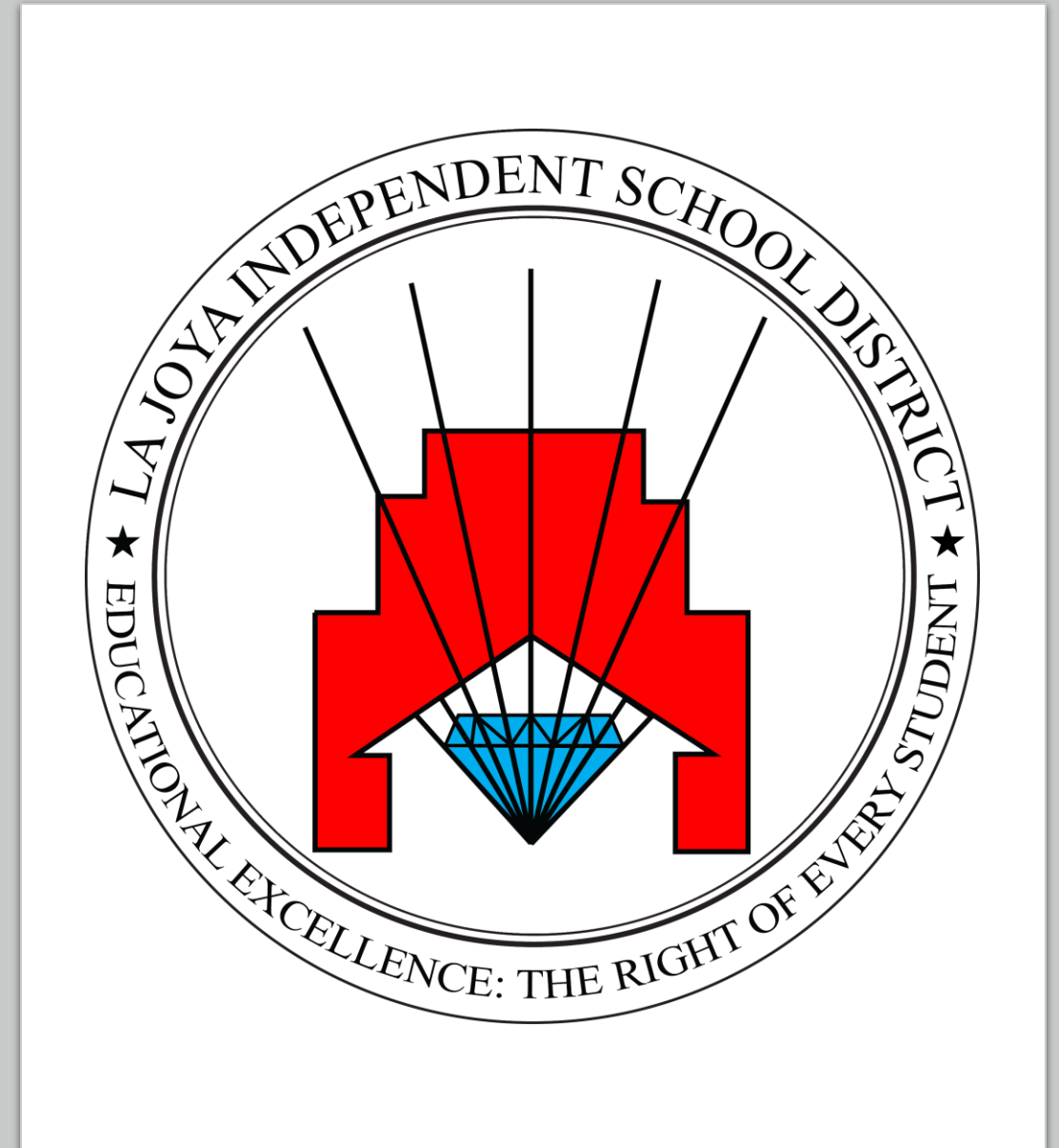
# *La Joya ISD 2021-2022 Annual Report*

Texas Education Code §39.306 requires each district to:

- Publish an Annual Report
- Hold a public hearing of the Annual Report
- Widely disseminate the Annual Report throughout the district

The complete annual report is available at the following locations:

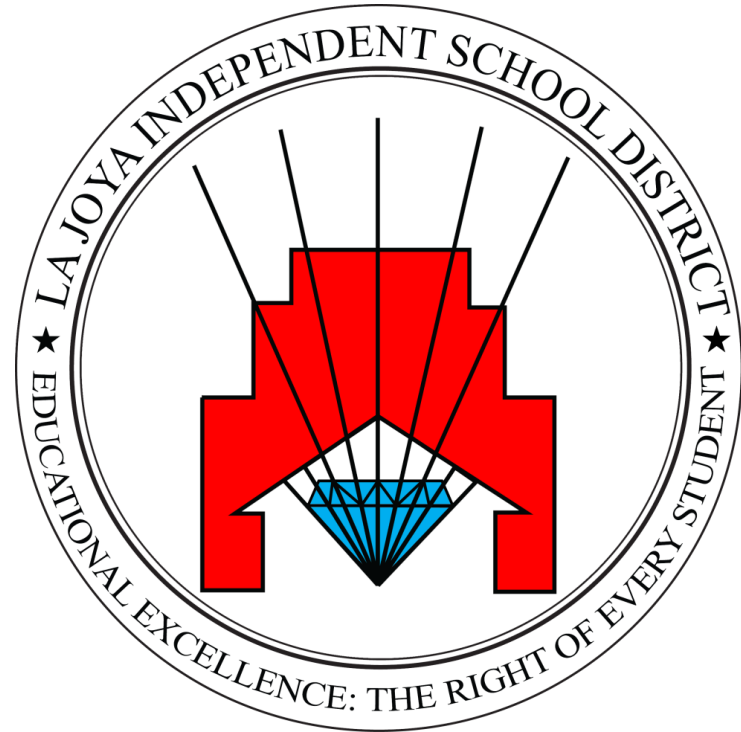
- La Joya ISD district website (<http://www.lajoyaisd.com>)
- Central Office Building – Department of Curriculum and Accountability



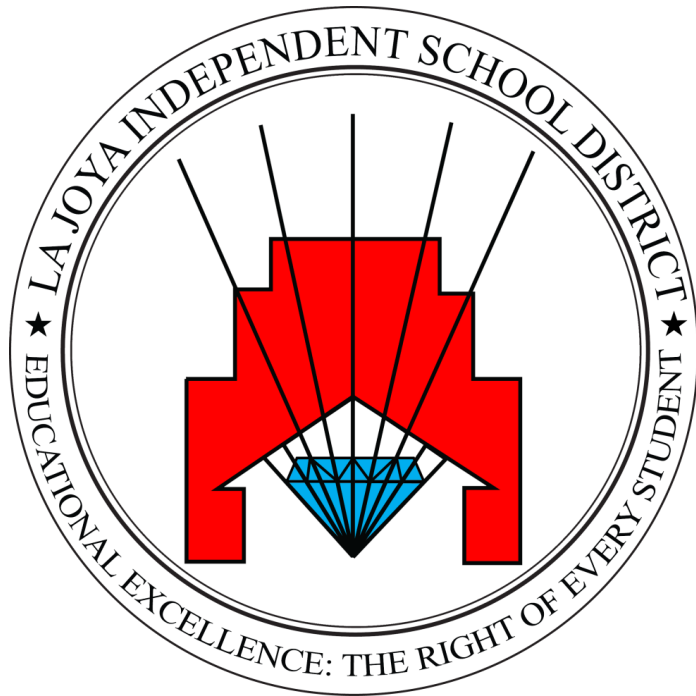
# Components of the Annual Report

- Accreditation Status
- Texas Academic Performance Report (TAPR)
- Post Secondary Performance
- Campus Performance Objectives
- PEIMS Financial Report
- Violent or Criminal Incident Report

# District Accreditation Status



# District Accreditation and Rating Summary



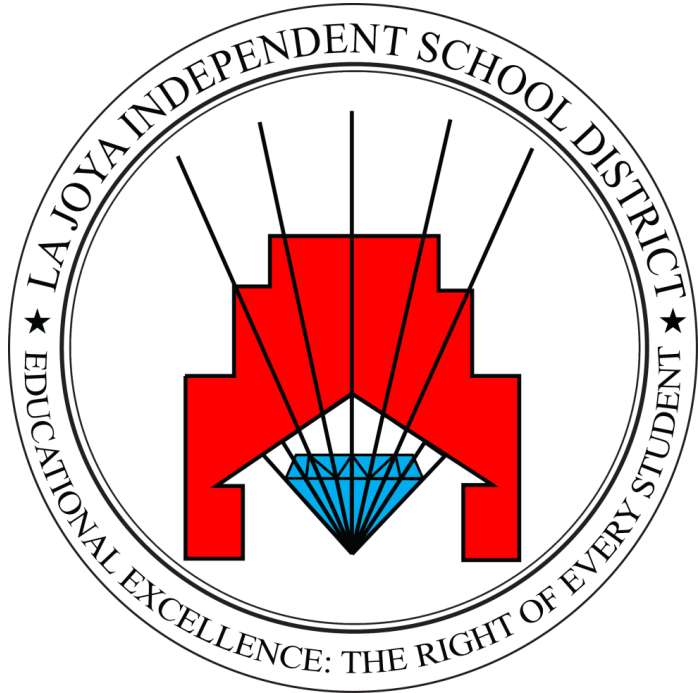
Accreditation Status	
<a href="#">2021 – 2022 Accreditation Status</a>	<a href="#">None Assigned *</a>
<a href="#">2021 – 2022 First Rating</a>	A = Superior Achievement (98%)
<a href="#">2022 Accountability Rating</a>	B = (88)
<a href="#">2022 Special Education Determination Status</a>	Needs Assistance

\*The Commissioner of Education decided not to assign accreditation statuses until the 2022-2023 school year under the authority of Title 19 Texas Administrative Code section 97.1055. Our 2022-2023 Accreditation Status (posted publicly on the TEA website on February 9, 2023) has our district being accredited for the 22-23 school year.

# 2022 Special Education Determination Status

- Districts receive a determination level status based on an evaluation of the performance of special education students on the Results Driven Accountability (RDA) indicators and on four Federally Required Elements (FREs). Districts can receive one of the four ratings:
  - Meets Requirements
  - Needs Assistance
  - Needs Intervention
  - Needs Substantial Intervention
- Our district received a Needs Assistance determination.
  - Area of concern: Dropout rate
  - Our district has already submitted an action plan to TEA to improve this area of concern.
  - Our district rating is an improvement from the previous year's determination level of ***Needs Intervention***.

# Campus Rating Summary



A Rated Campuses	16
B Rated Campuses	19
C Rated Campuses	1

## Campus 2022 Accountability Ratings

001 La Joya HS	B 83	046 Garcia MS	A 92
004 Juarez- Lincoln HS	B 83	048 Salinas MS	A 90
007 La Joya Palmview HS	B 83	049 Trevino MS	B 85
008 Carter ECHS	A 93	102 Kennedy EL	A 92
010 STEM ECHS	A 97	104 Flores EL	B 87
041 Zavala MS	A 91	105 Benavides EL	B 82
042 Chavez MS	A 90	106 Leo EL	B 80
043 Saenz MS	B 86	107 De La Garza EL	A 96
044 Memorial MS	A 93	108 Reyna EL	A 96
045 Richards MS	A 96	109 Chapa EL	A 93



## Campus 2022 Accountability Ratings

110 Escandon EL	B 84	118 Zapata EL	B 87
111 Diaz-Villarreal EL	B 87	120 Seguin EL	C 73
112 Cavazos EL	A 94	121 Camarena EL	A 93
113 Tabasco EL	B 88	122 Paredes EL	B 89
114 Perez EL	A 91	123 Clinton EL	B 86
115 Gonzalez EL	B 87	124 Pena EL	B 87
116 Bentsen EL	A 97	126 Garza EL	B 83
117 Fordyce EL	B 89	127 Mendiola EL	B 89

# Distinction Report

- A distinction designation acknowledges districts and campuses for outstanding achievement based on the outcomes of several performance indicators.
- Distinction designations are awarded for achievement in several areas and are based on performance **relative to a group of campuses** of similar type, size, grade span, and student demographics.
- Campuses can potentially earn distinctions in the following areas:
  - Academic Achievement in English Language Arts/Reading
  - Academic Achievement in Mathematics
  - Academic Achievement in Science
  - Academic Achievement in Social Studies (MS and HS only)
  - Top 25 Percent: Comparative Academic Growth
  - Top 25 Percent: Comparative Closing the Gaps
  - Postsecondary Readiness

# Distinction Report

Campus	ELA/ Reading	Math	Science	Social St udies	Comparative Academic Growth	Post Secondary Readiness	Comparative Closing the Gap	Number Met	Number Possible
LA JOYA HS	N	Y	N	Y	N	N	N	2	7
JUAREZ- LINCOLN HS	N	Y	N	N	N	N	N	1	7
LA JOYA PALMVIEW HS	Y	Y	N	Y	N	N	N	3	7
JIMMY CARTER ECHS	Y	N	Y	Y	N	Y	N	4	7
THELMA SALINAS STEM ECHS	Y	Y	Y	Y	N	Y	Y	6	7

# Distinction Report

Campus	ELA/ Reading	Math	Science	Social Studies	Comparative Academic Growth	Postsecondary Readiness	Comparative Closing the Gap	Number Met	Number Possible
LORENZO DE ZAVALA MS	N	N	N	N	Y	Y	Y	3	7
CESAR CHAVEZ MS	N	Y	Y	Y	Y	Y	Y	6	7
DR. JAVIER SAENZ MS	N	N	Y	N	N	N	N	1	7
MEMORIAL MS	Y	Y	Y	Y	Y	Y	Y	7	7
ANN RICHARDS MS	Y	Y	Y	Y	Y	Y	Y	7	7
IRENE GARCIA MS	N	Y	Y	Y	N	Y	Y	5	7
JUAN DE DIOS SALINAS MS	N	Y	N	N	Y	Y	Y	4	7
DOMINGO TREVINO MS	Y	N	Y	N	N	N	N	2	7

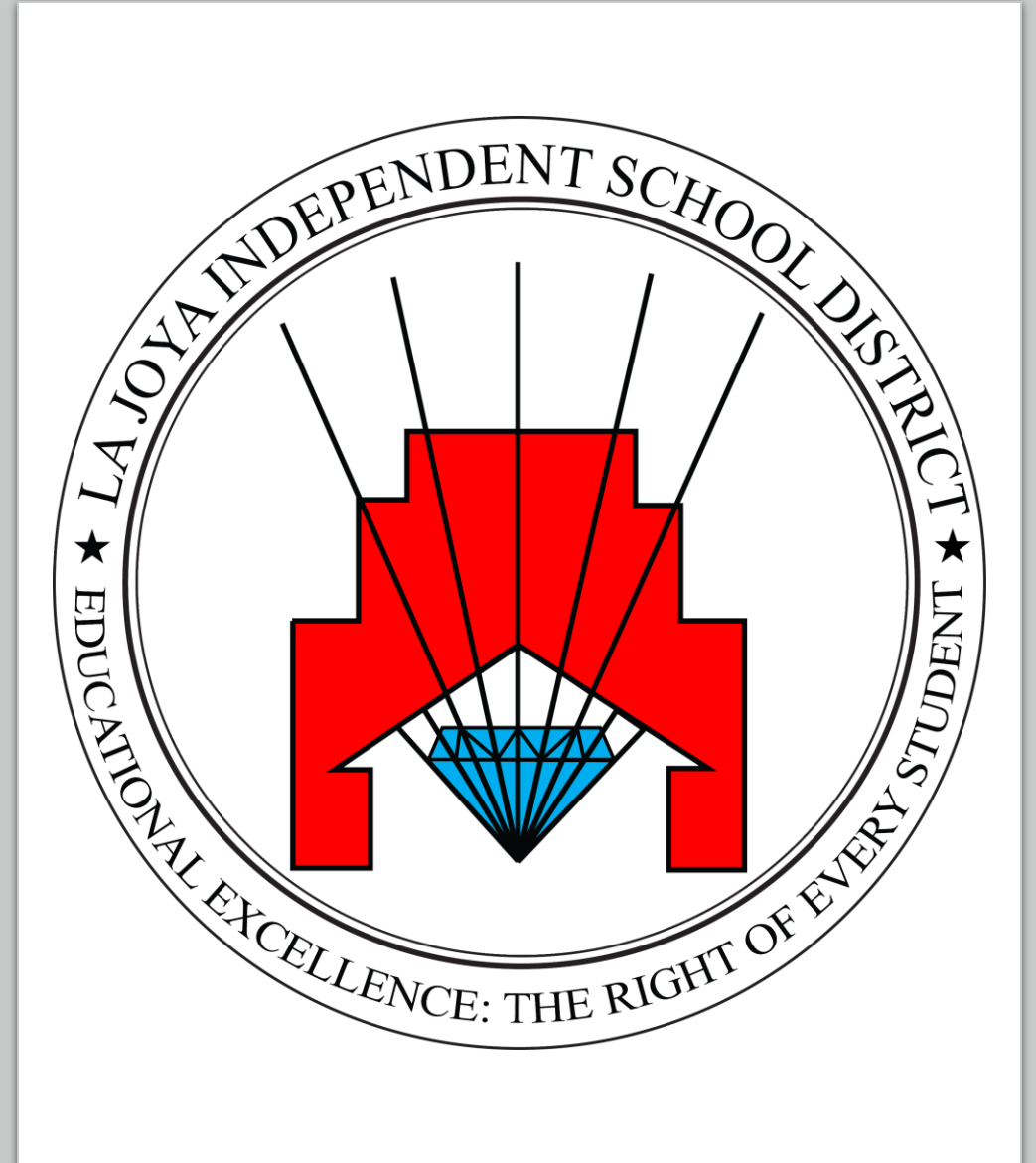
# Distinction Report

Campus	ELA/ Reading	Math	Science	Comparative Academic Growth	Postsecondary Readiness	Comparative Closing the Gap	Number Met	Number Possible
KENNEDY EL	Y	N	N	N	N	N	1	6
FLORES EL	Y	N	Y	N	N	N	2	6
BENAVIDES EL	N	N	N	N	N	N	0	6
LEO EL	N	Y	N	N	N	N	1	6
DE LA GARZA EL	Y	Y	Y	Y	Y	Y	6	6
REYNA EL	Y	Y	Y	Y	Y	Y	6	6
CHAPA EL	N	N	N	N	Y	Y	2	6
ESCANDON EL	N	N	Y	N	Y	N	2	6
DIAZ- VILLARREAL EL	N	N	N	N	N	N	0	6
CAVAZOS EL	Y	Y	Y	Y	Y	Y	6	6
TABASCO EL	N	Y	Y	N	Y	N	3	6

# Distinction Report

Campus	ELA/ Reading	Math	Science	Comparative Academic Growth	Postsecondary Readiness	Comparative Closing the Gap	Number Met	Number Possible
PEREZ EL	N	Y	Y	N	N	Y	3	6
GONZALEZ EL	N	Y	N	N	N	N	1	6
BENTSEN EL	Y	Y	Y	Y	Y	Y	6	6
FORDYCE EL	N	Y	Y	N	N	N	2	6
ZAPATA EL	N	N	Y	N	N	N	1	6
SEGUIN EL	N	N	N	N	N	N	0	6
CAMARENA EL	Y	Y	Y	Y	Y	N	5	6
PAREDES EL	N	N	Y	N	N	N	1	6
CLINTON EL	N	N	N	N	N	N	0	6
PENA EL	N	N	N	N	N	N	0	6
GARZA EL	N	N	N	N	N	N	0	6
MENDIOLA EL	N	N	N	N	N	N	0	6 <sup>14</sup>

# Texas Academic Performance Report (TAPR)



# Texas Academic Performance Report (TAPR)

The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency. The TAPR is published annually and shared via the district's website and TEA's website.

A report is created for each [campus](#) and for the [district](#). The TAPR includes:

- STAAR performance, progress, and participation
- Attendance, graduation, and dropout rates
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators
- Student information
- Staff information
- PEIMS Financial Standards Reports
- [TAPR Glossary](#)



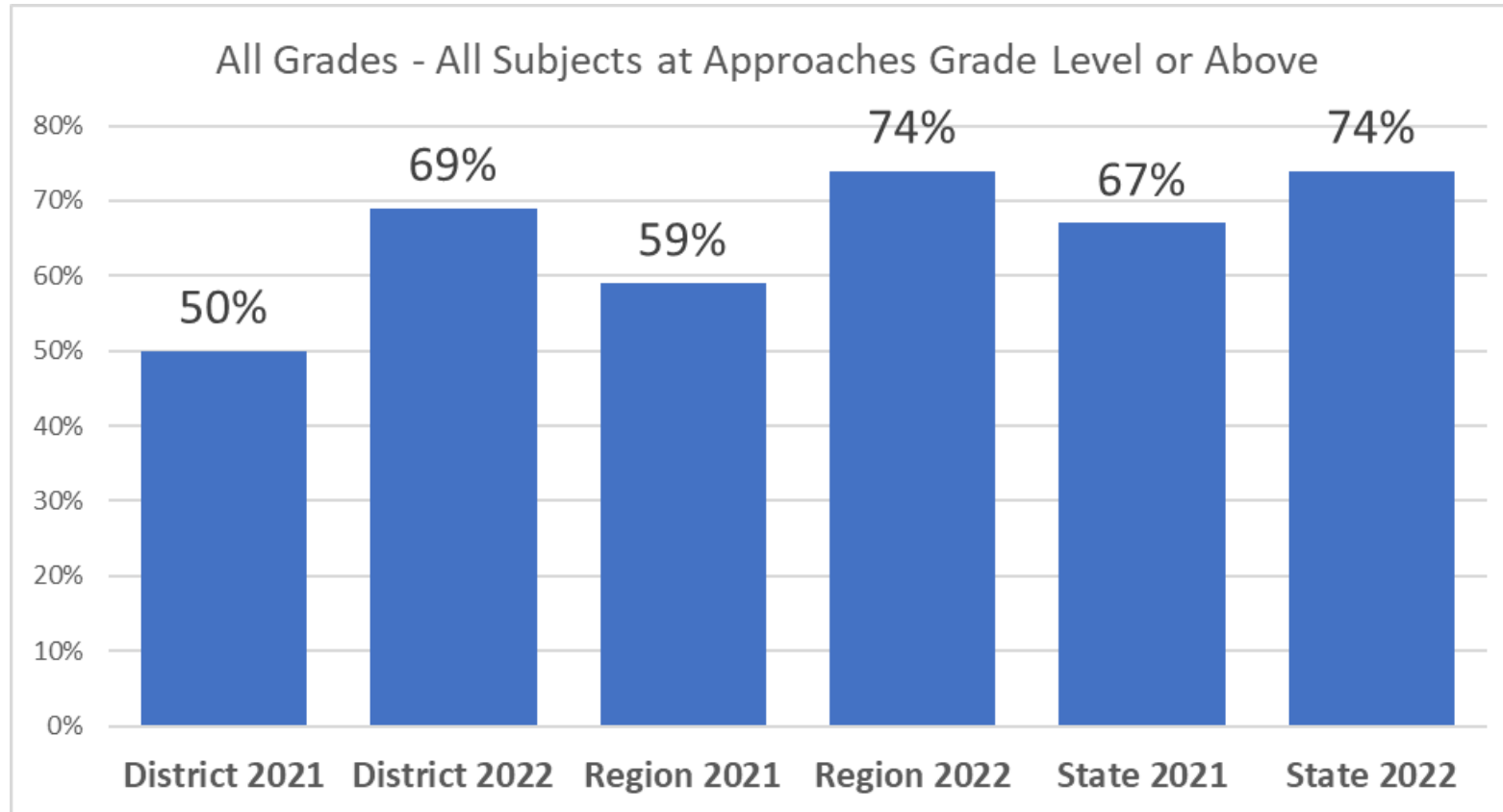
# STAAR Performance

The STAAR Performance section displays performance in the state's testing program. Results are presented by grade, subject and performance level for students in the accountability subset.

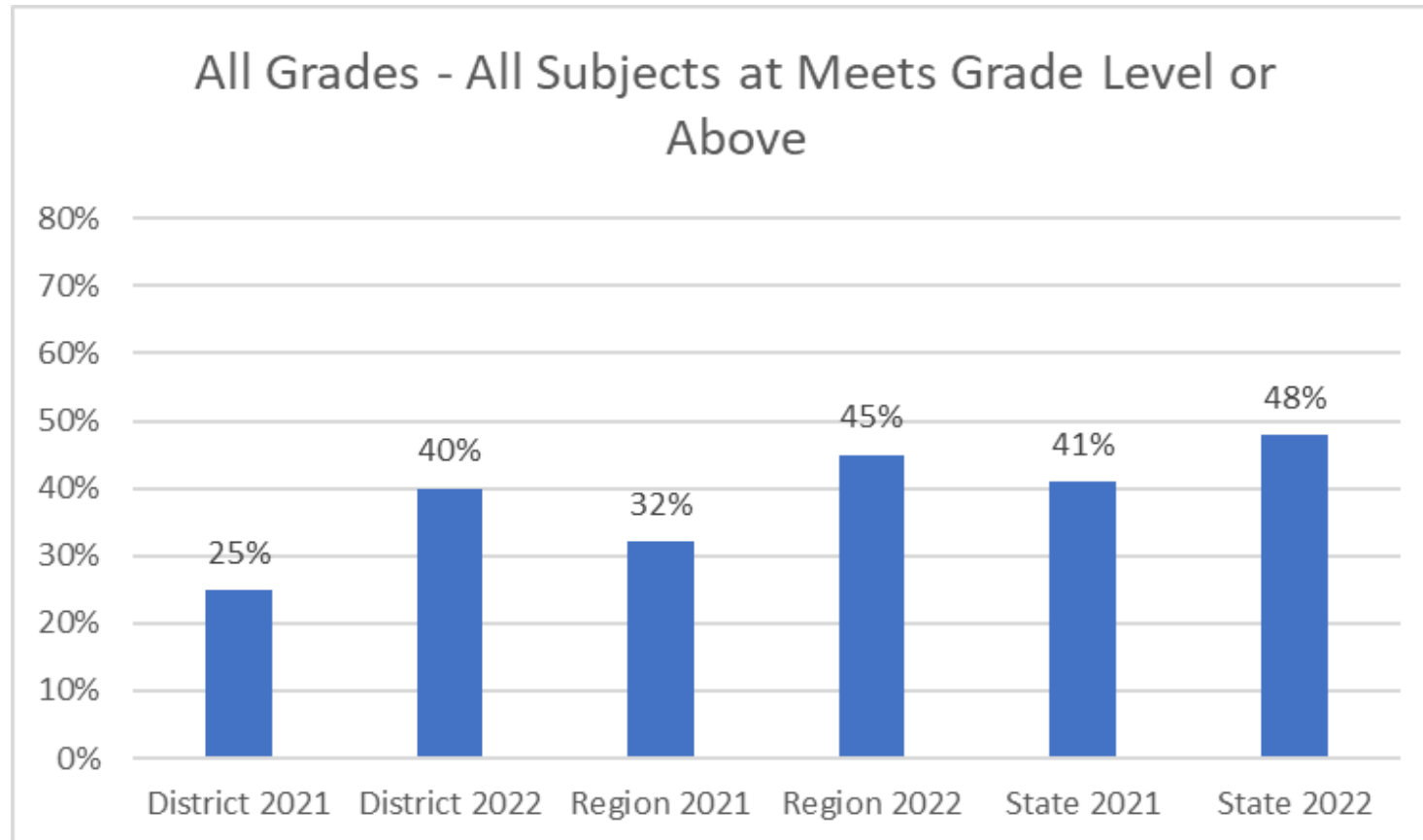
The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade.

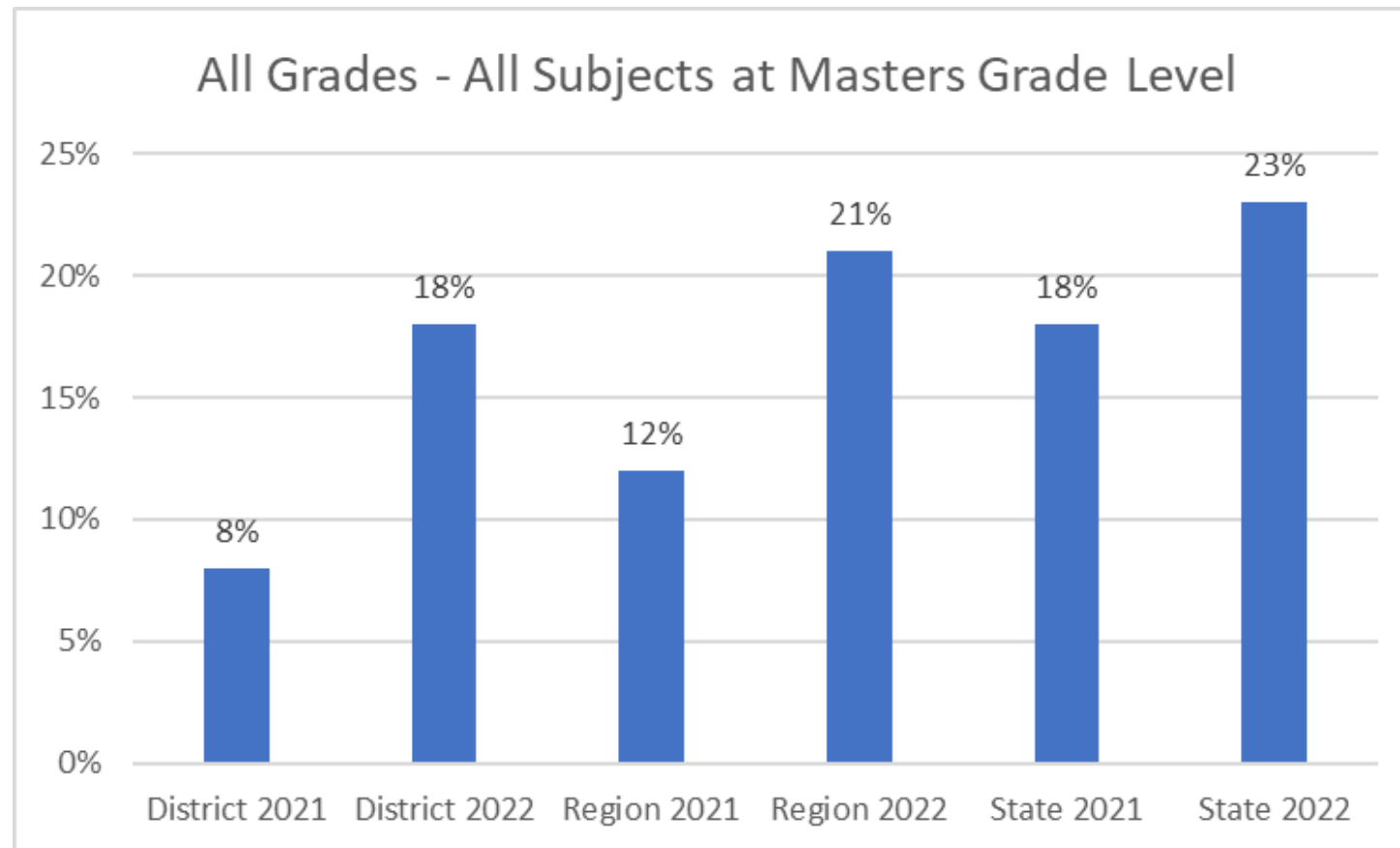
# All Grades –All Subjects Approaches Grade Level or Above Page 8 of 32



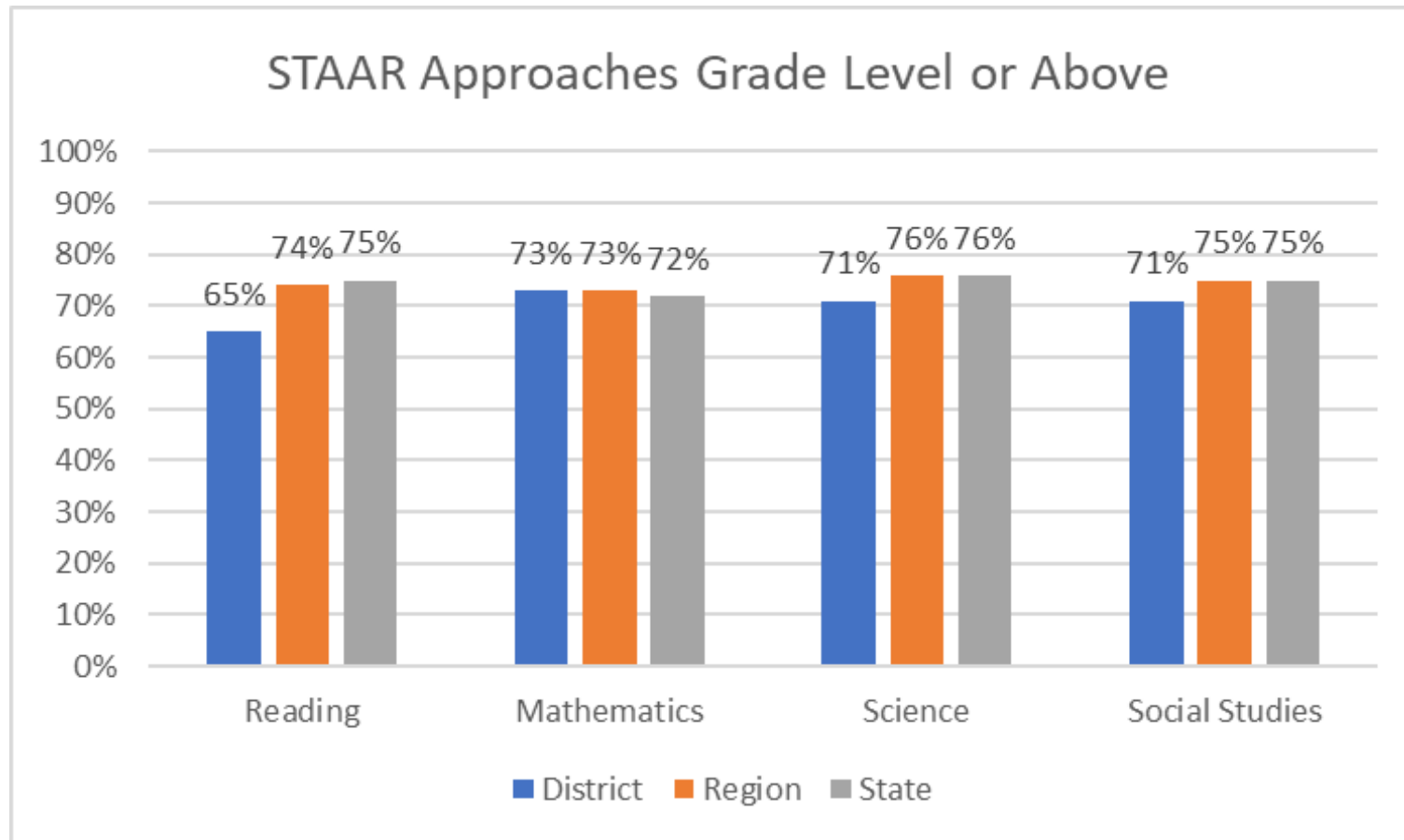
# All Grades –All Subjects Meets Grade Level or Above Page 8 of 32



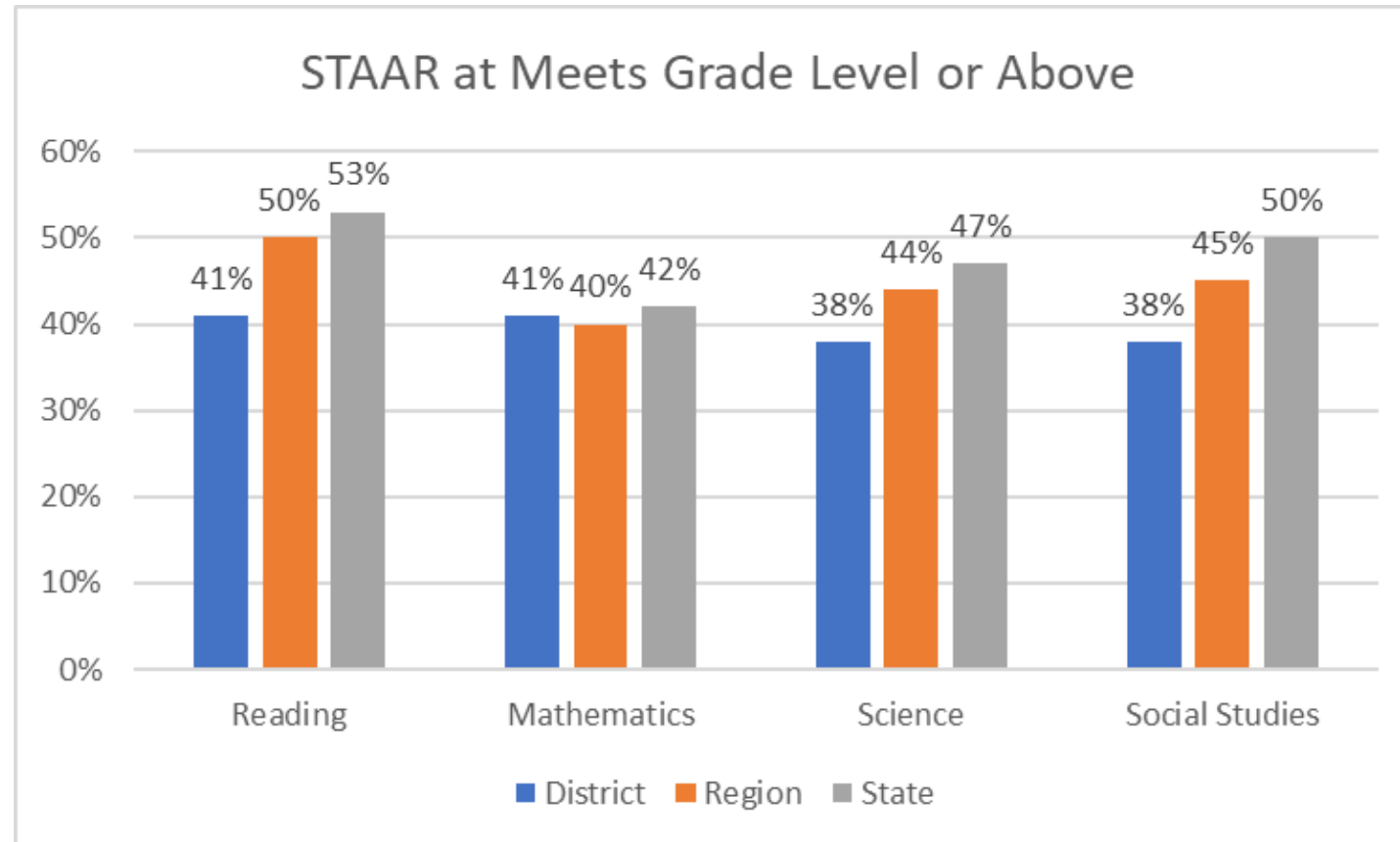
# All Grades –All Subjects Masters Grade Level or Above Page 8 of 32



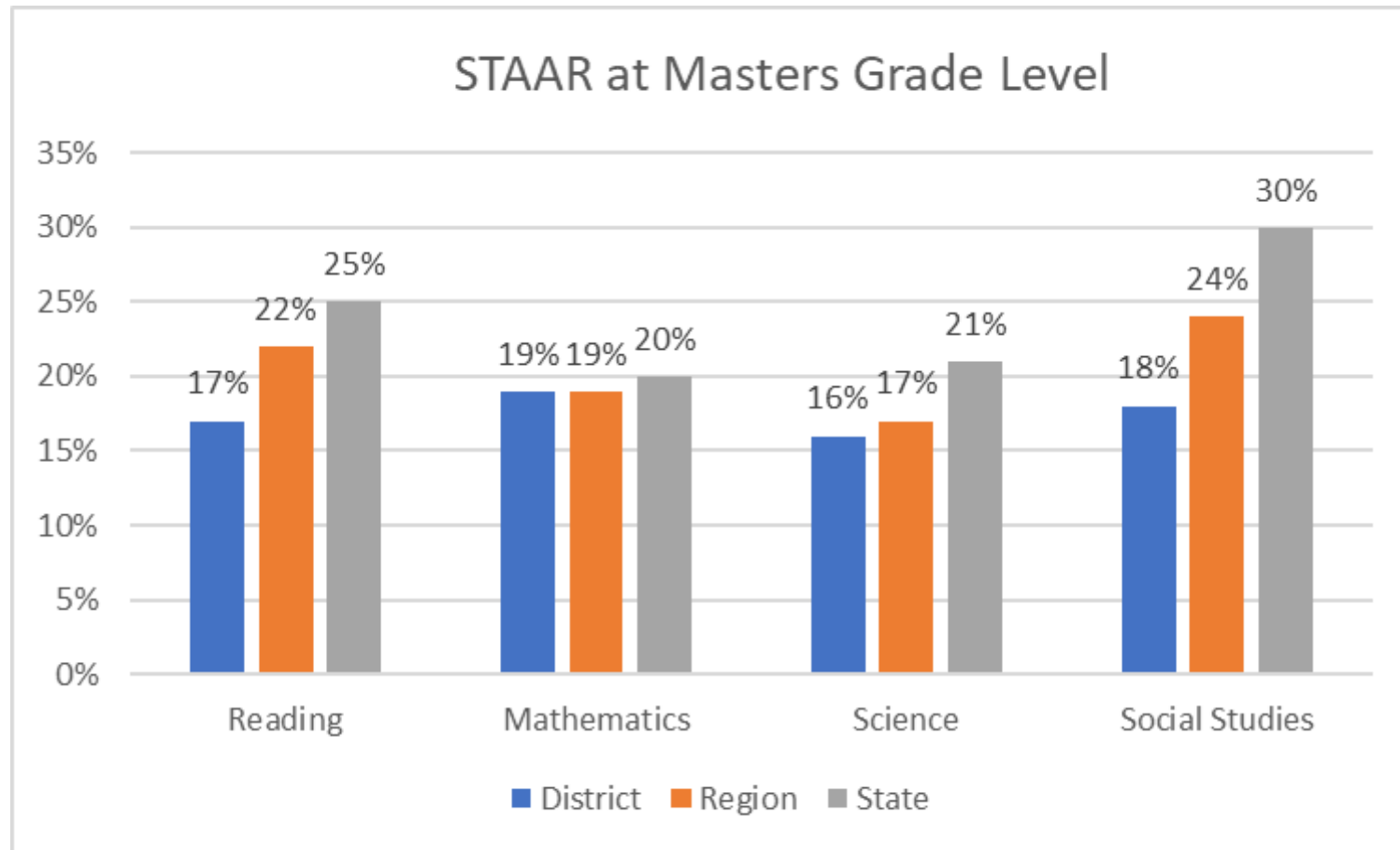
# All Grades –Subject Comparison at Approaches Grade Level or Above Page 8 and 9 of 32



# All Grades –Subject Comparison at Meets Grade Level or Above Page 8 and 9 of 32



# All Grades –Subject Comparison at Masters Grade Level Page 8 and 9 of 32

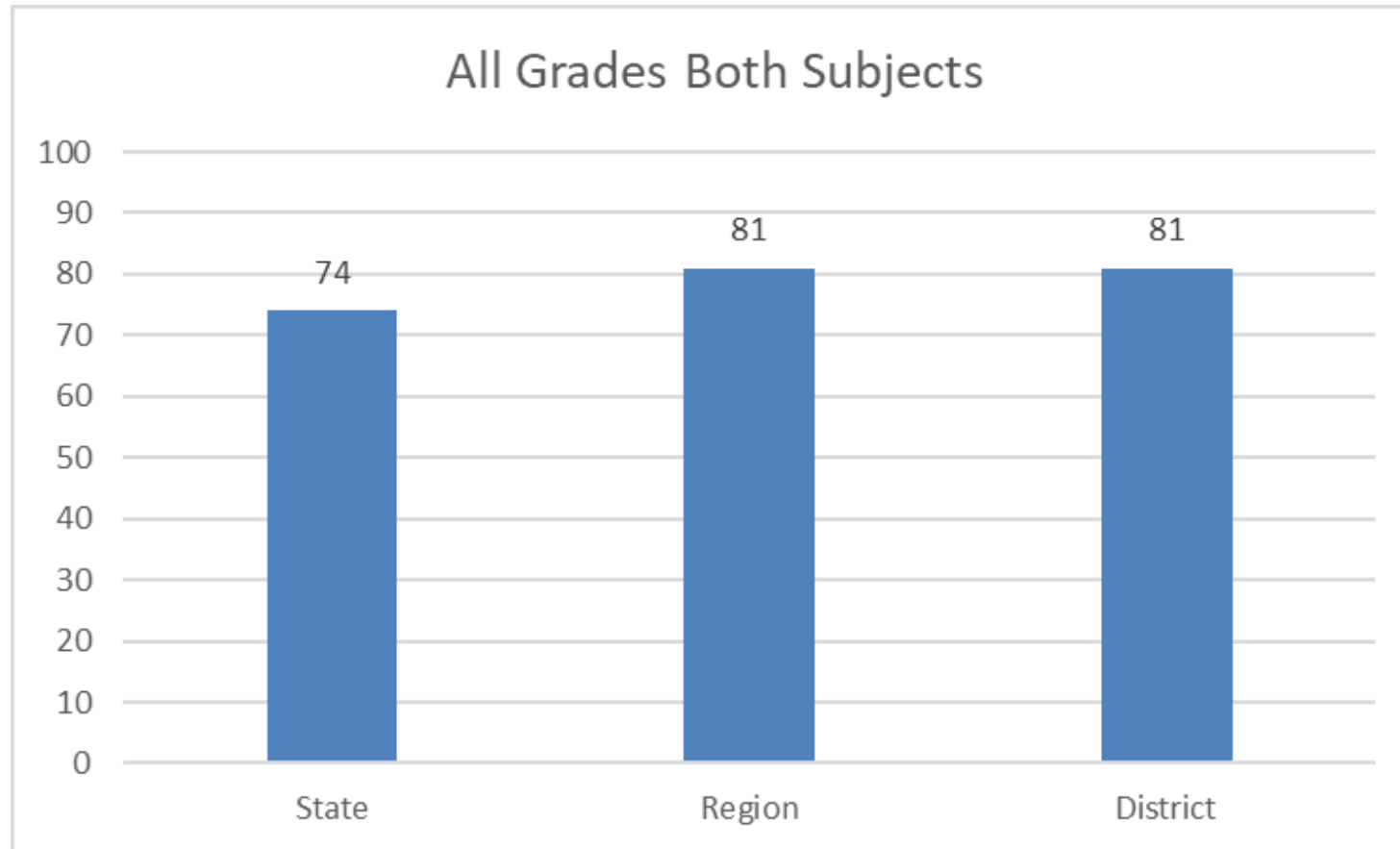


# Progress (Academic Growth and STAAR Progress Measure)

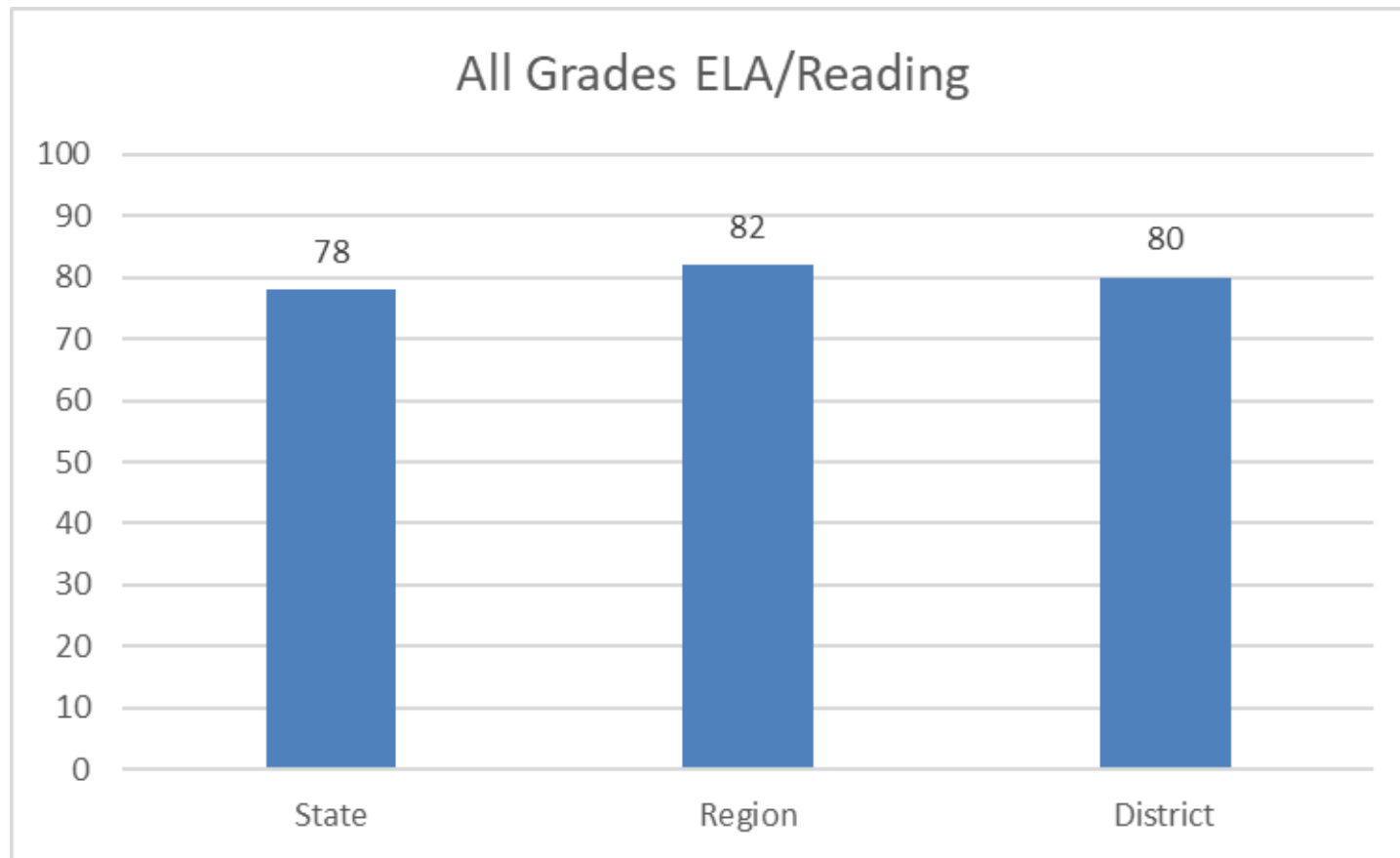
Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.



# Progress (Academic Growth and STAAR Progress Measure) Page 12 of 32

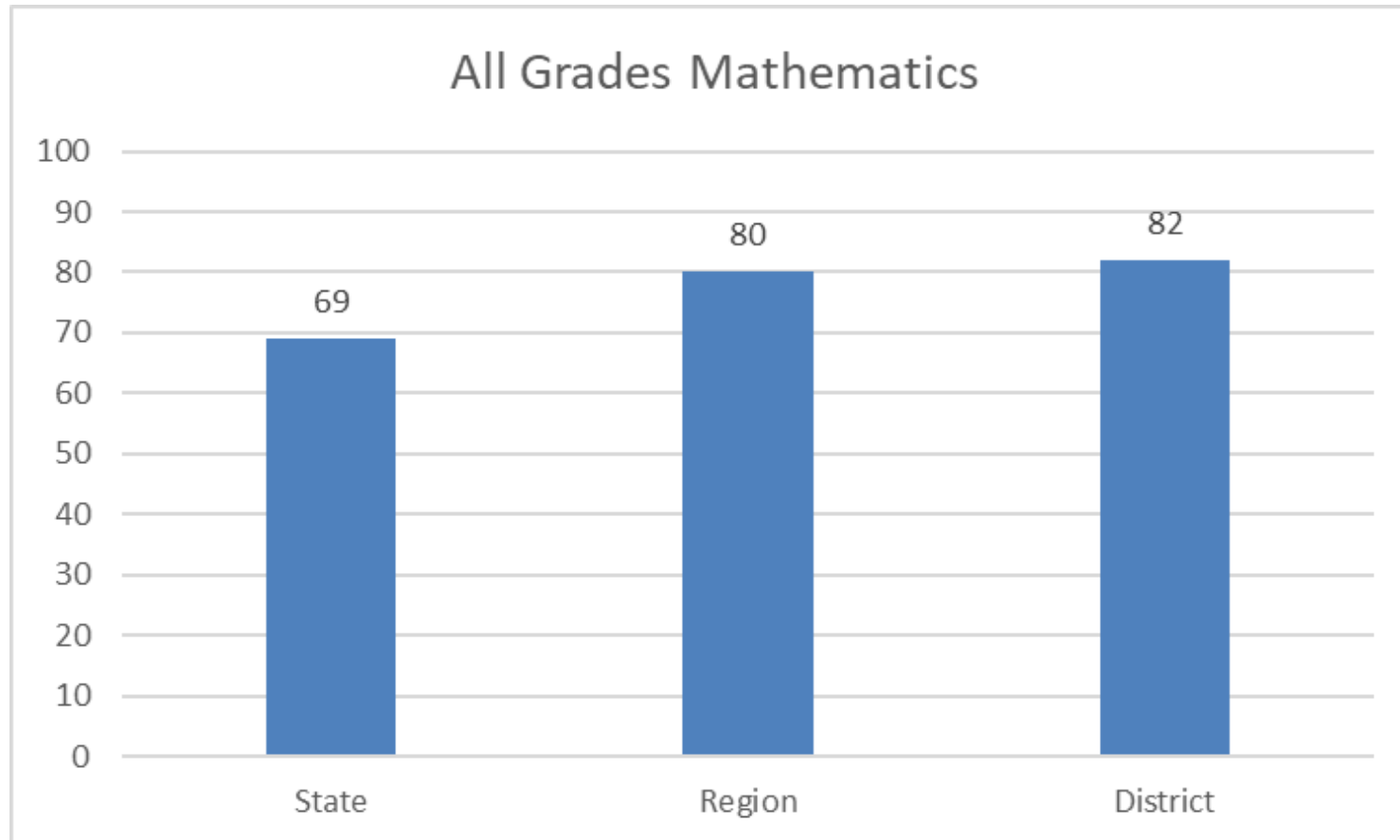


# Progress (Academic Growth and STAAR Progress Measure) Page 12 of 32



# Progress (Academic Growth and STAAR Progress Measure)

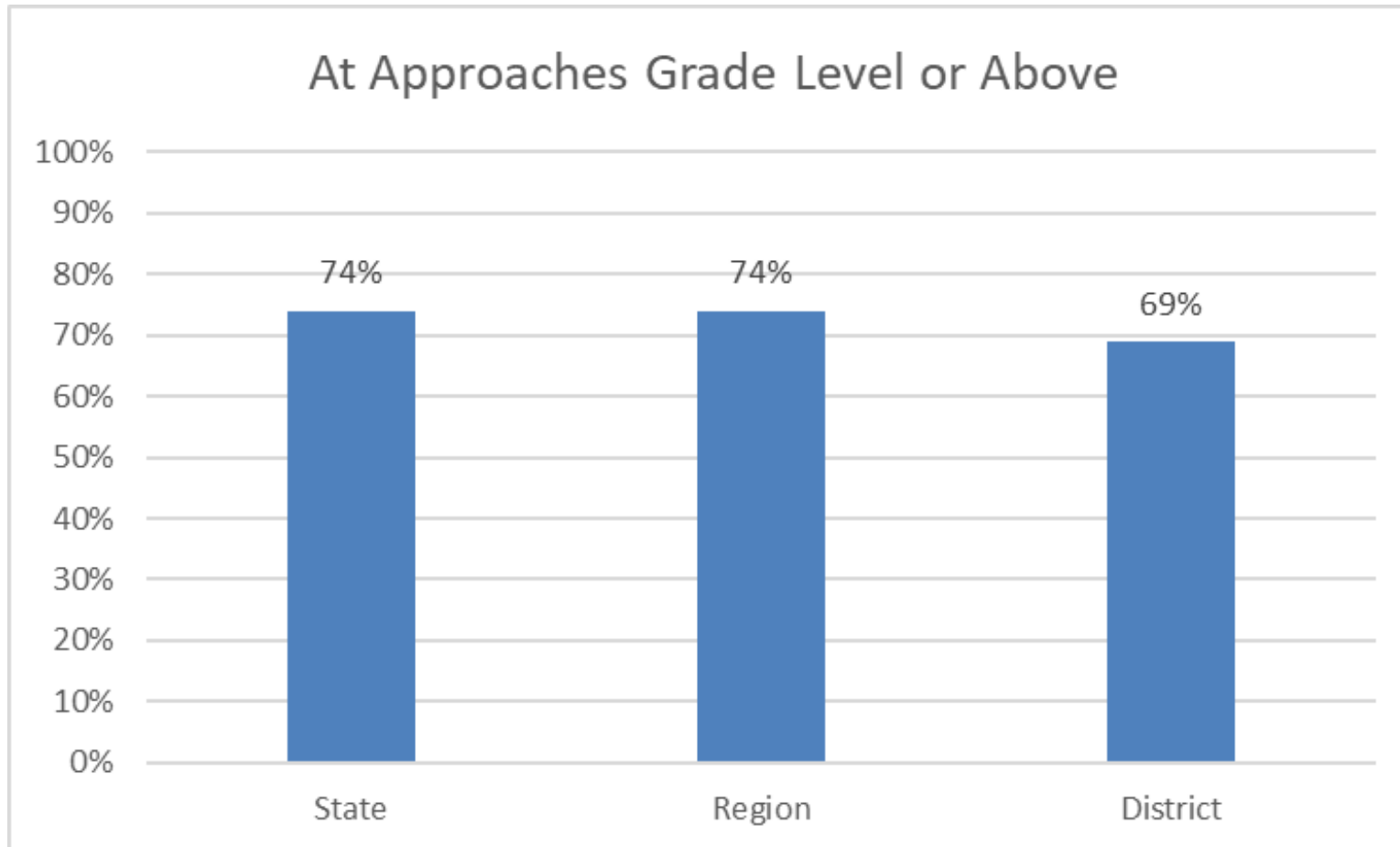
Page 12 of 32



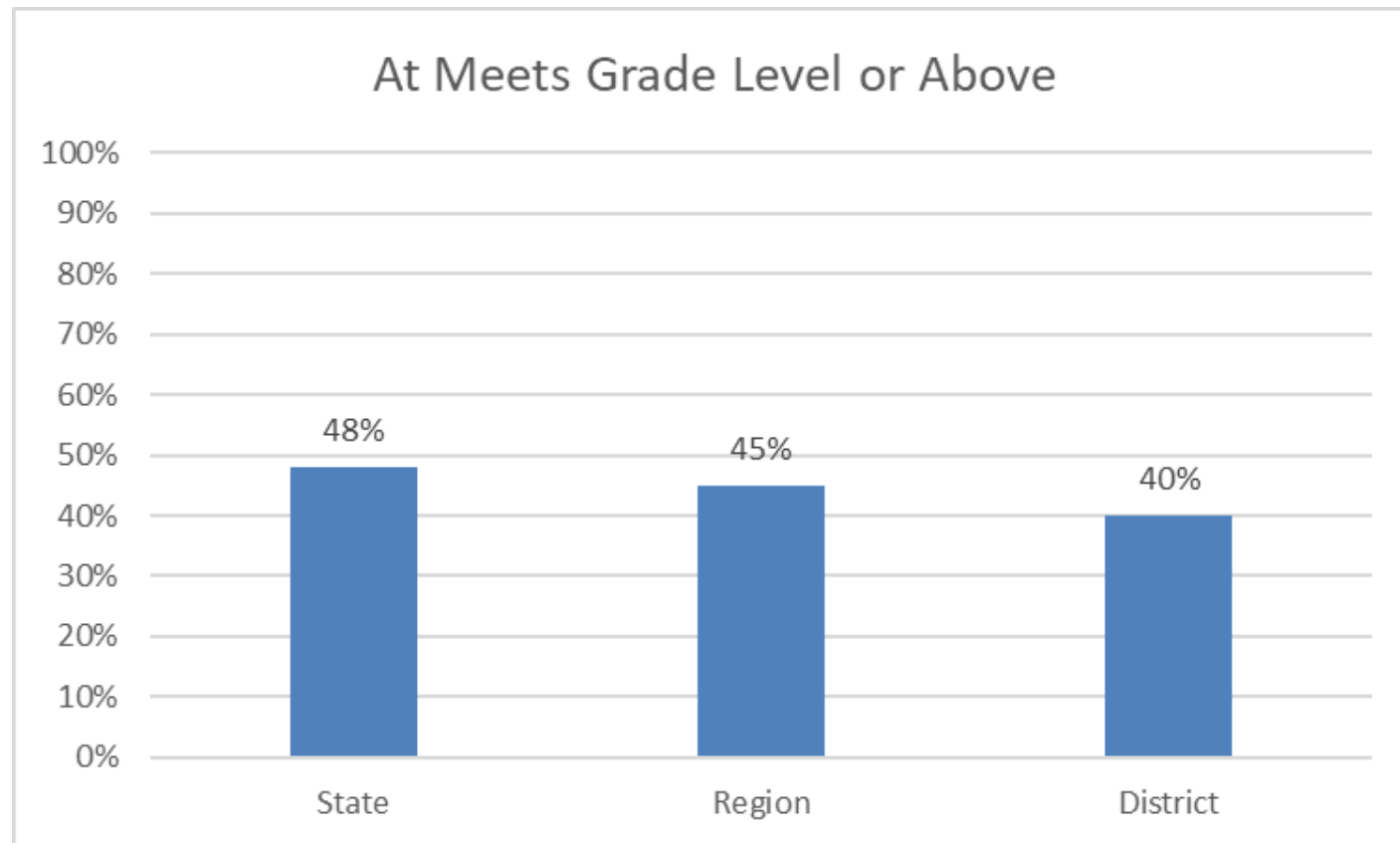
# Bilingual Education/ESL

Provides data as to how our Dual-language program enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English.

# Bilingual Education/ESL - STAAR Performance Rate by Subject and Performance Level Page 13 of 32

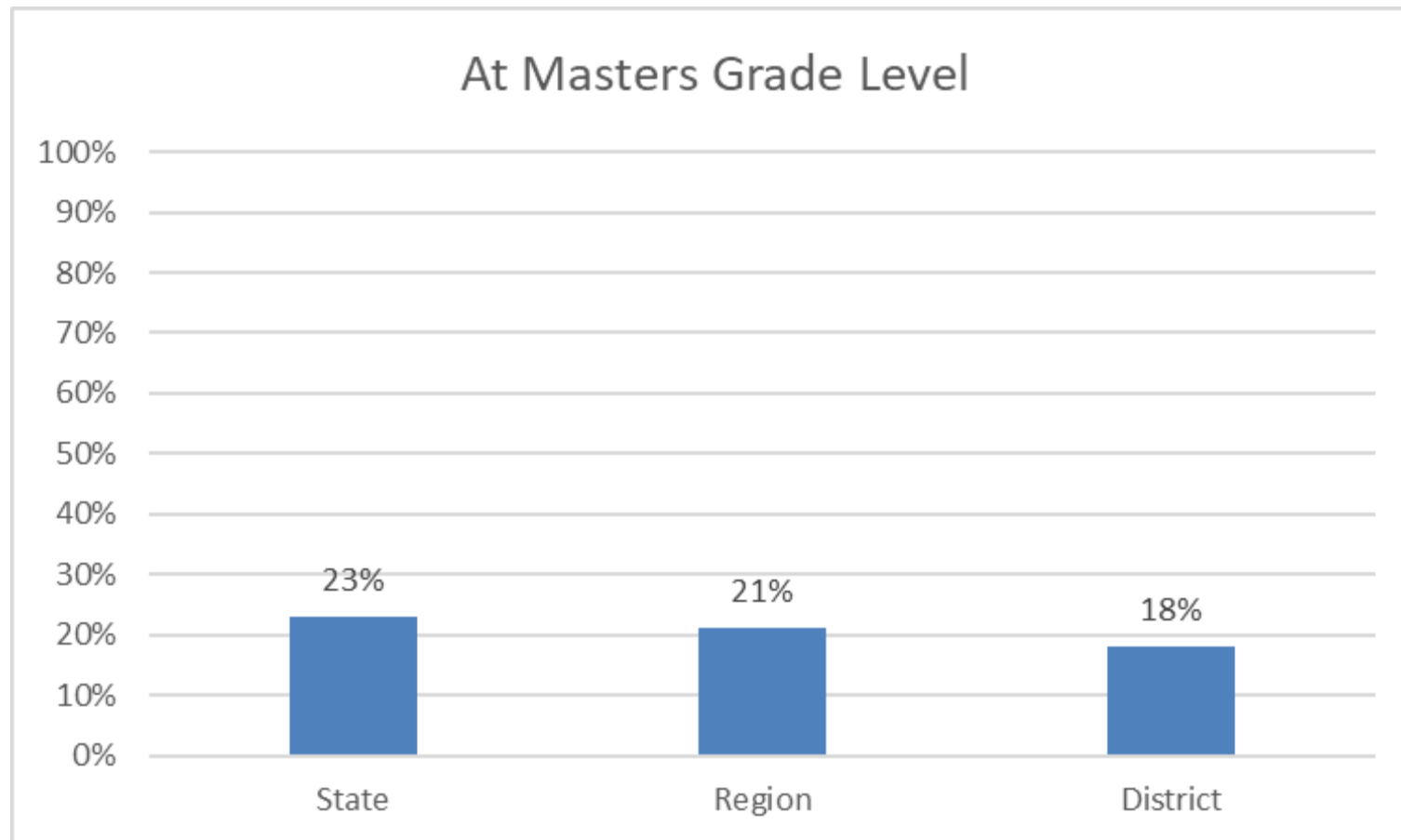


# Bilingual Education/ESL - STAAR Performance Rate by Subject and Performance Level Page 13 of 32

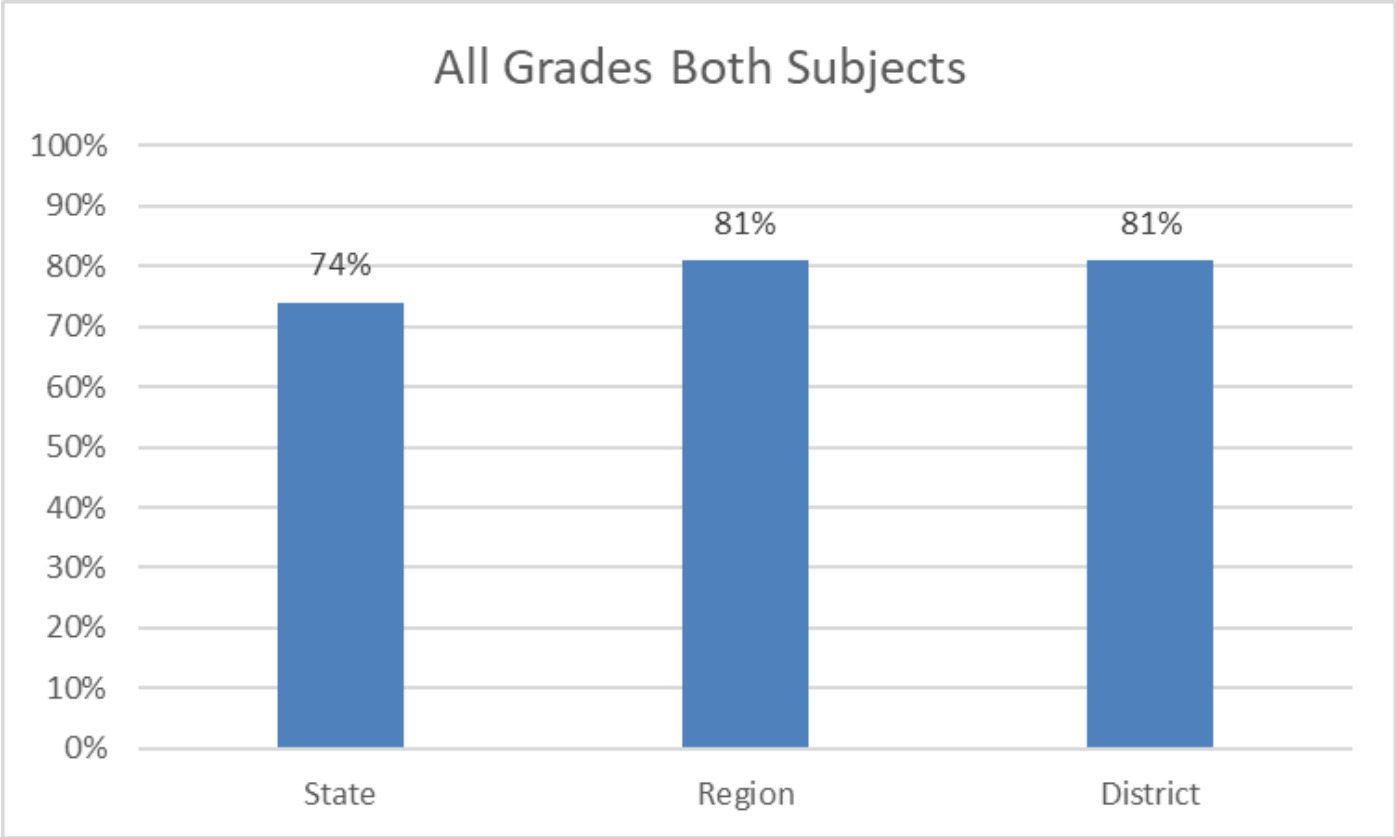


# Bilingual Education/ESL - STAAR Performance Rate by Subject and Performance Level

Page 13 of 32



# Bilingual Education/ESL - School Progress Domain - Academic Growth Score

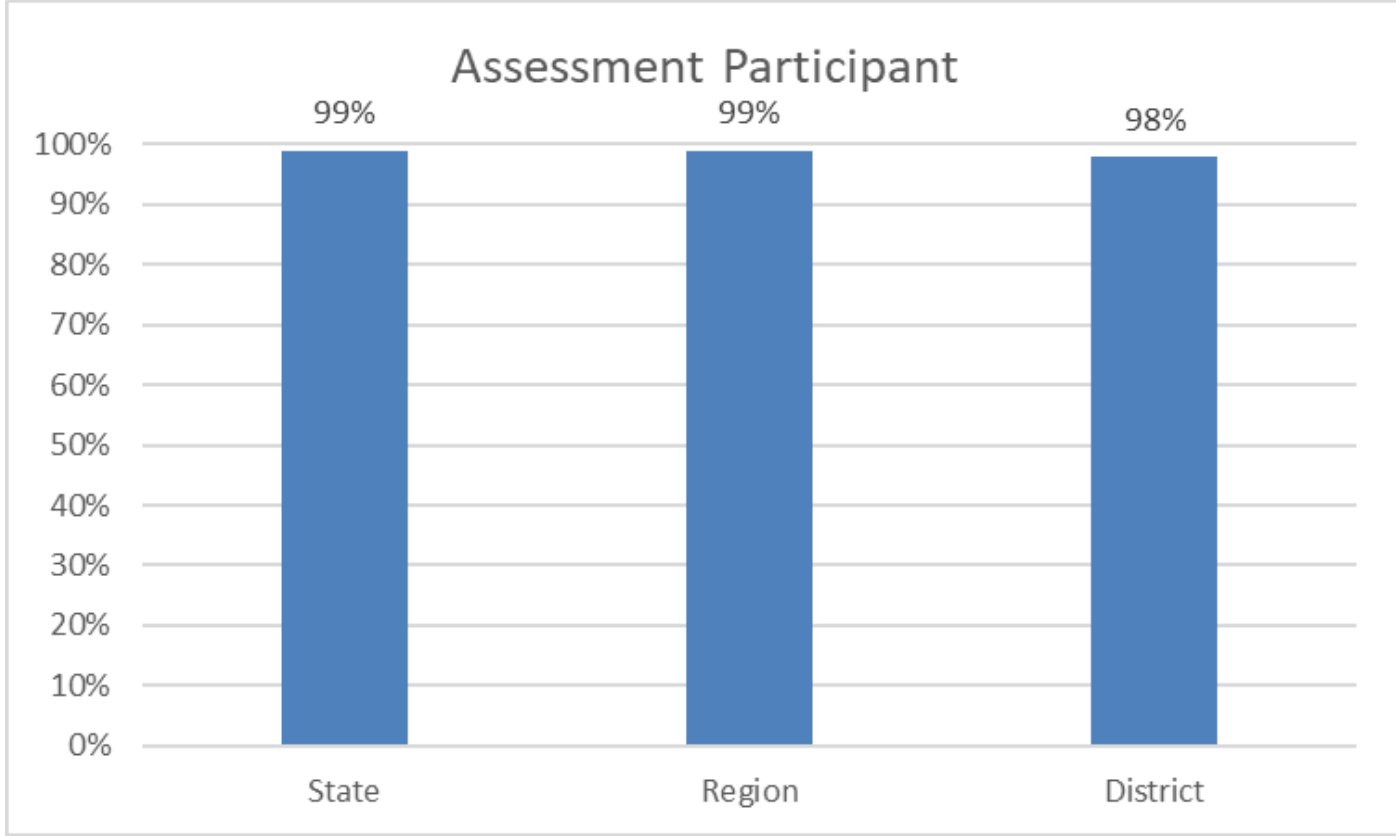




# STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT.

# STAAR Participation



# 2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

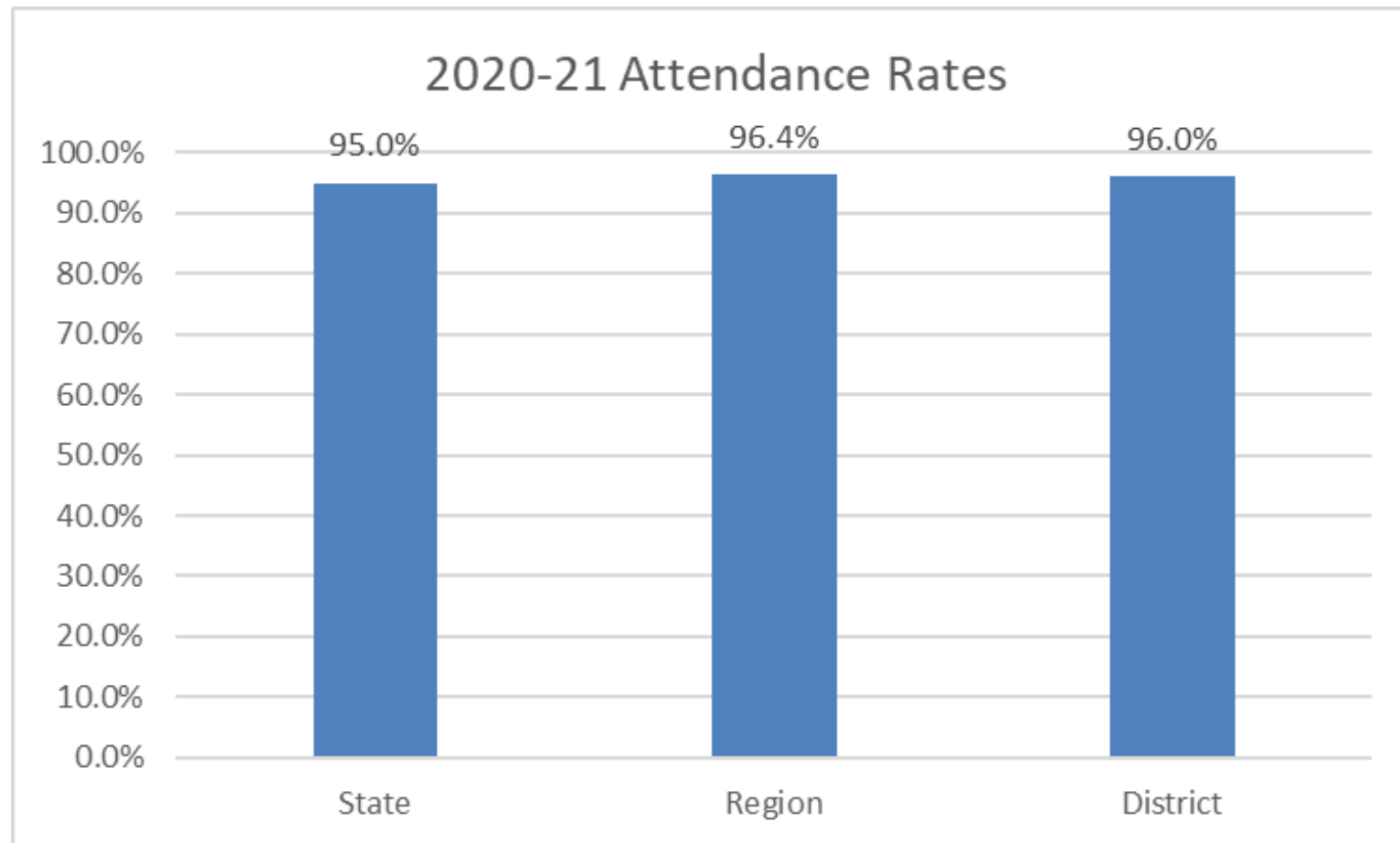
**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12.

**Graduation Profile:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals.

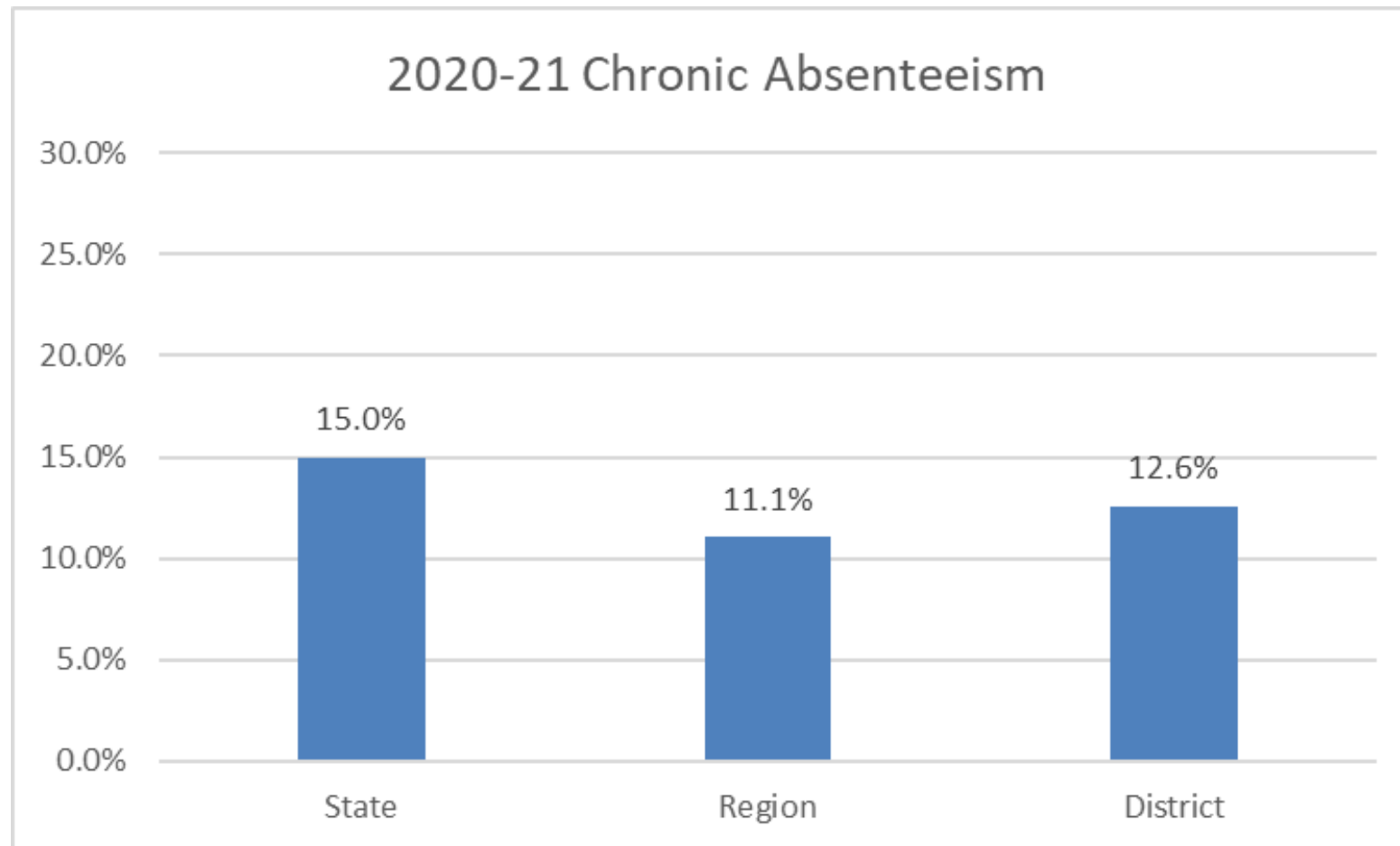
# 2021-22 Attendance

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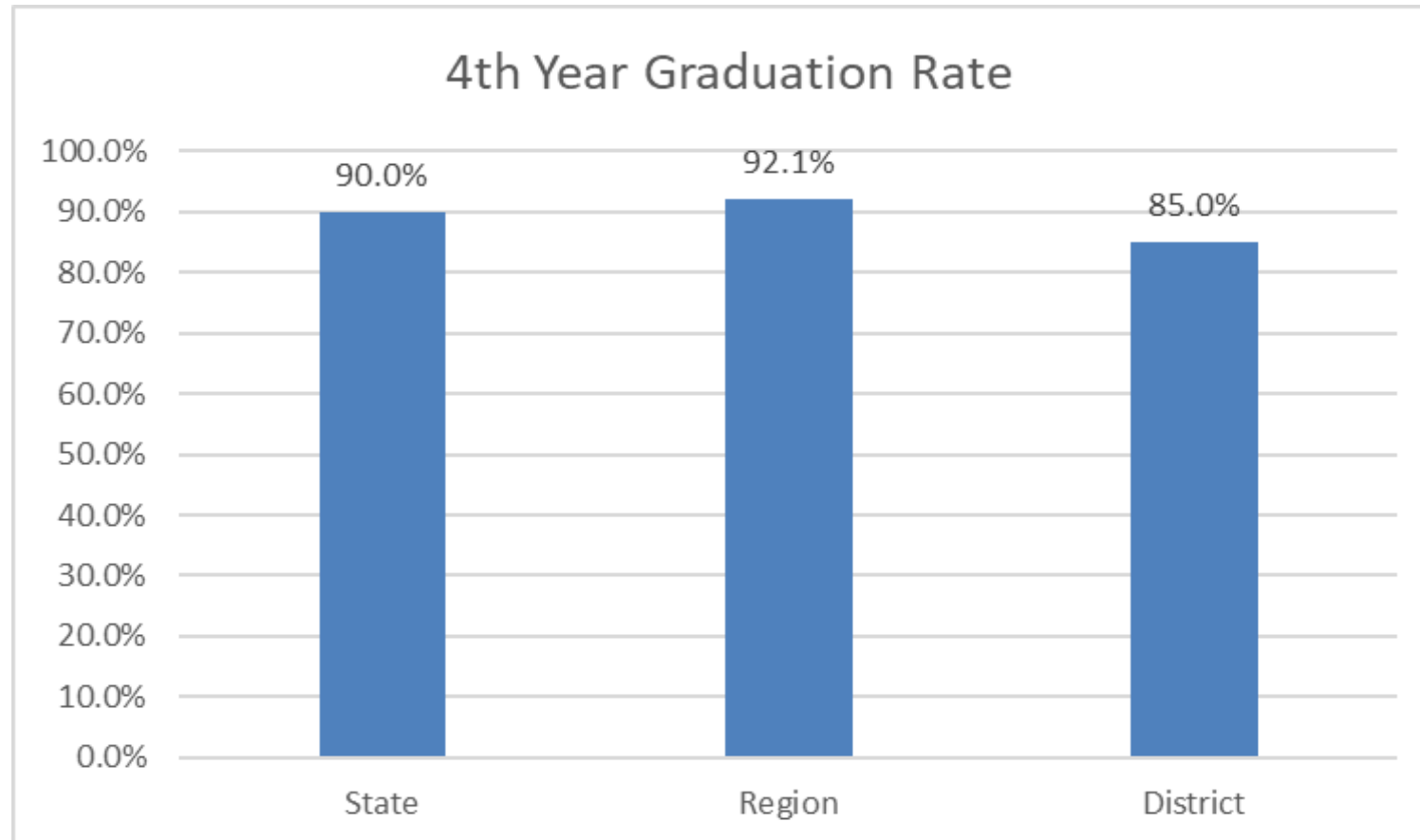
# 2021-22 Attendance

## Page 18 of 32



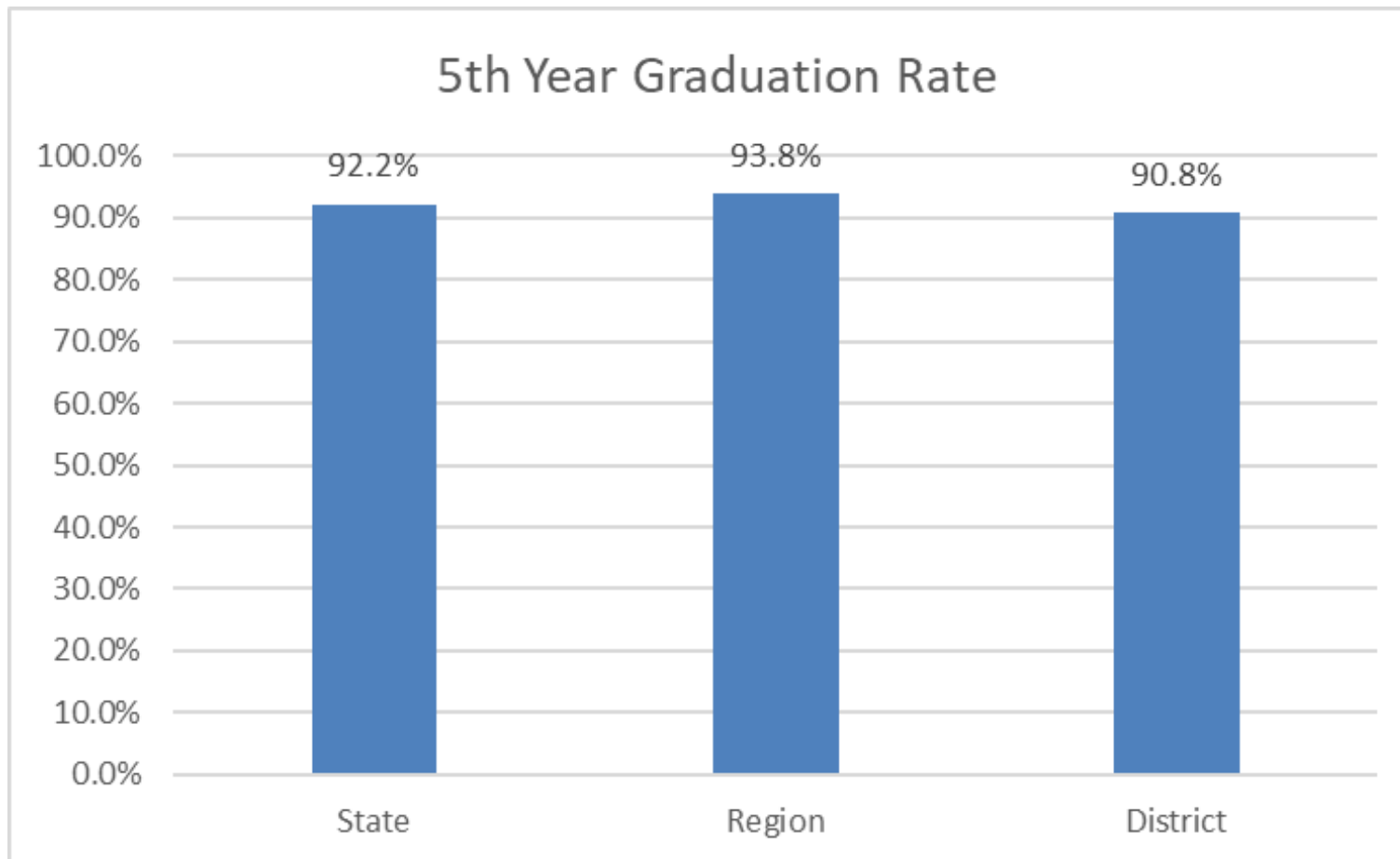
# 2021-22 Graduation Rates

## Page 18 of 32



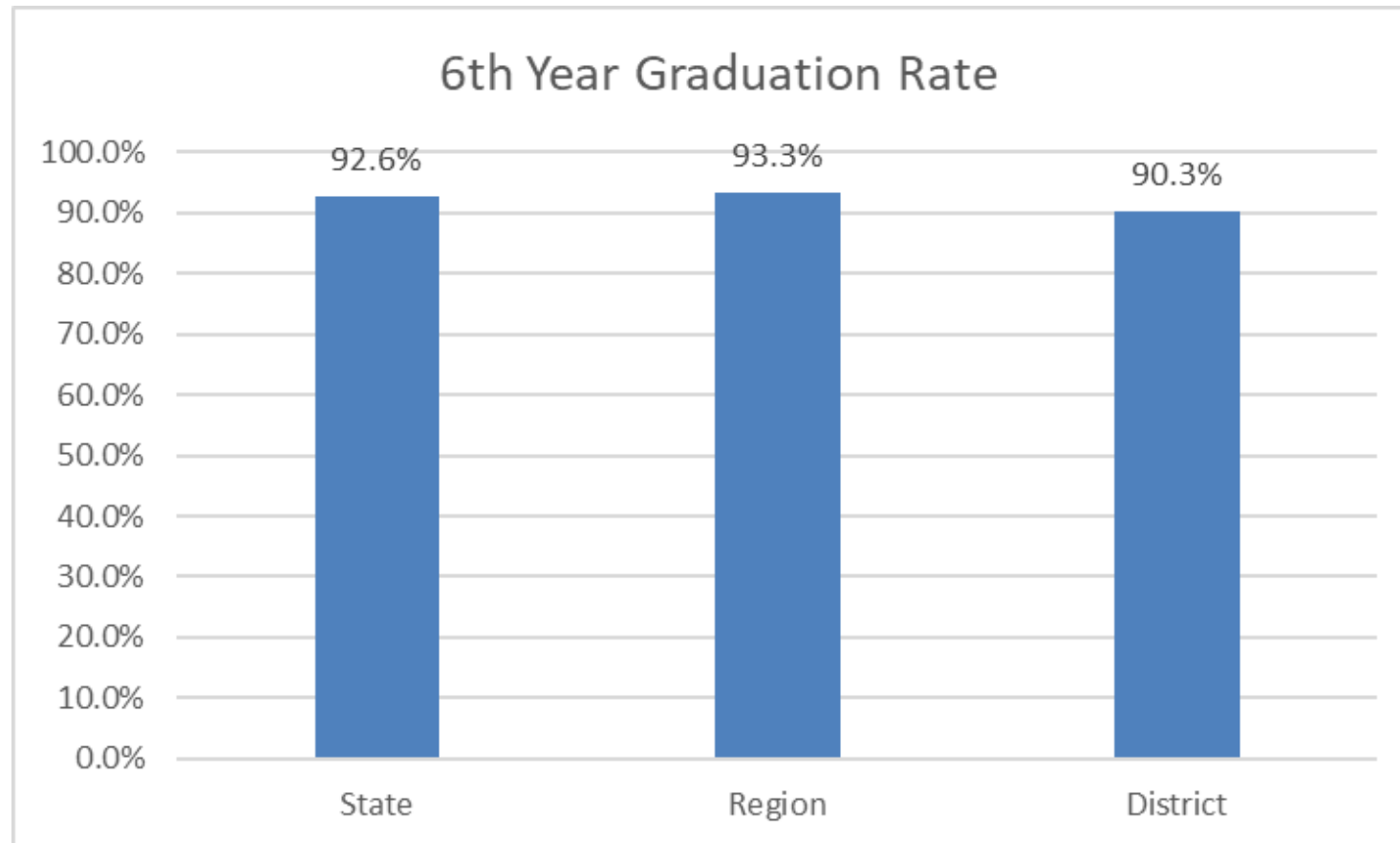
# 2021-22 Graduation Rates

## Page 18 of 32



# 2021-22 Graduation Rates

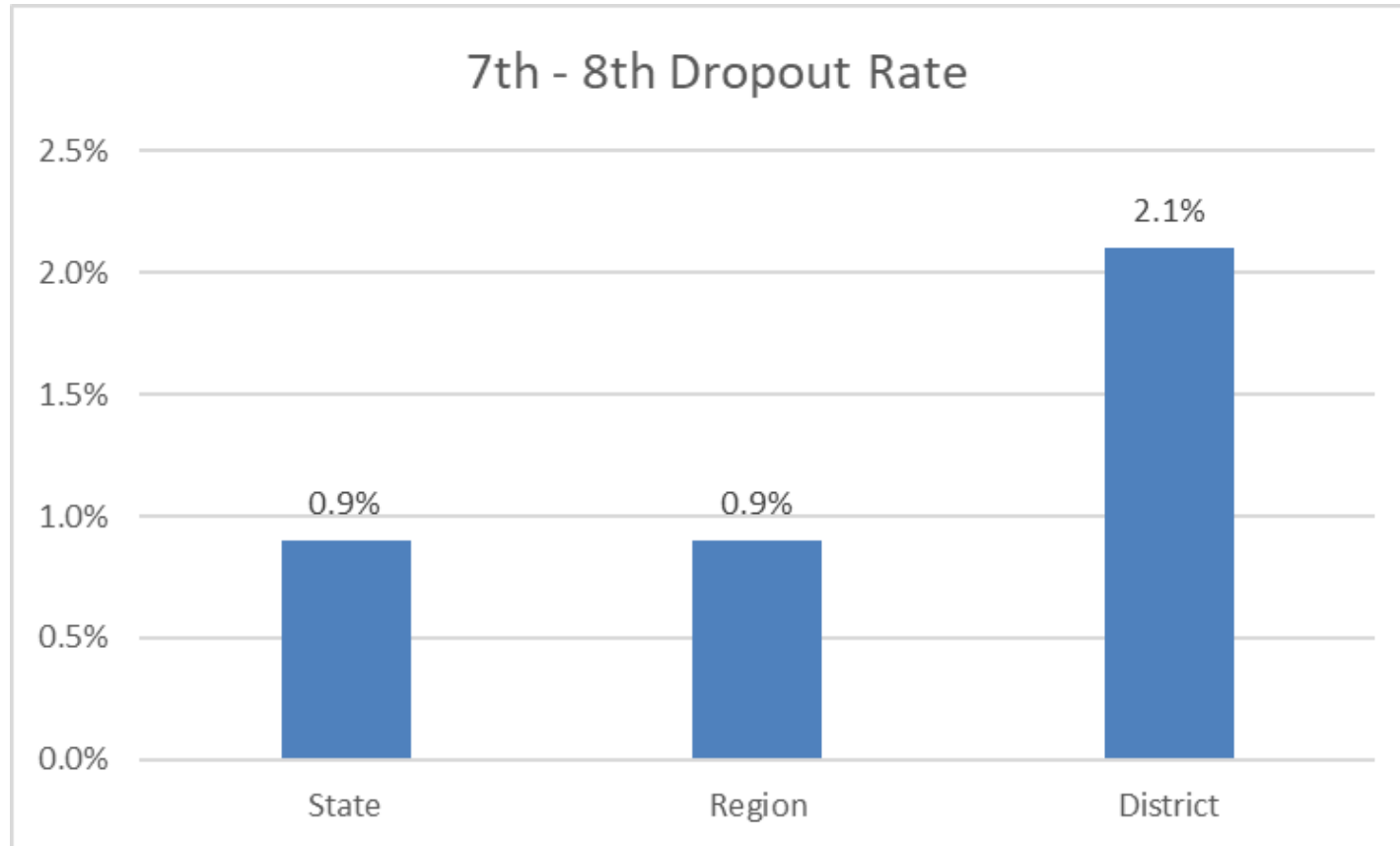
## Page 18 of 32





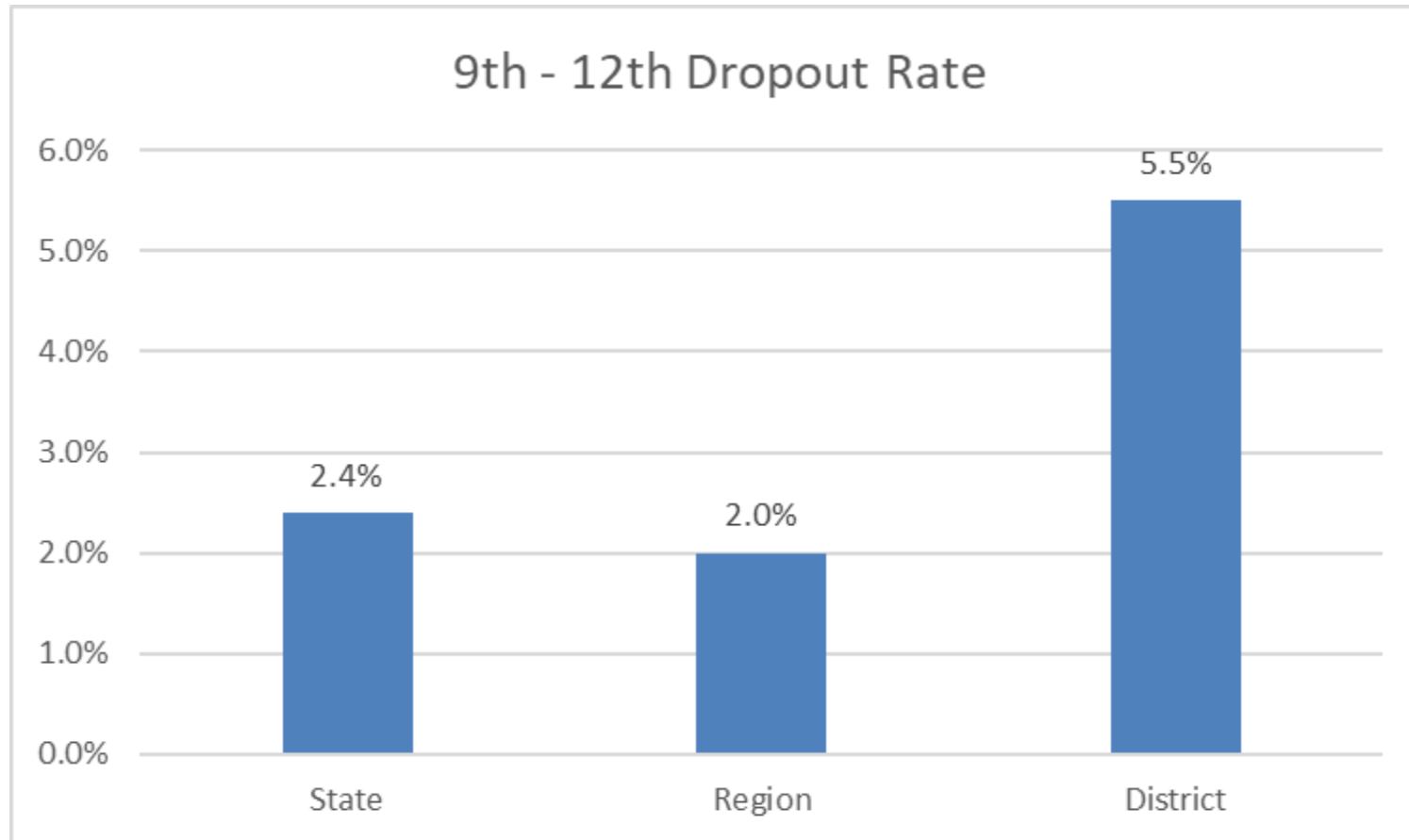
# 2021-22 Dropout Rates

## Page 18 of 32



# 2021-22 Dropout Rates

## Page 18 of 32



# 2021-22 College, Career, and Military Readiness (CCMR)

Annual graduates that demonstrated college, career, or military readiness during the 2020 – 2021 school year.

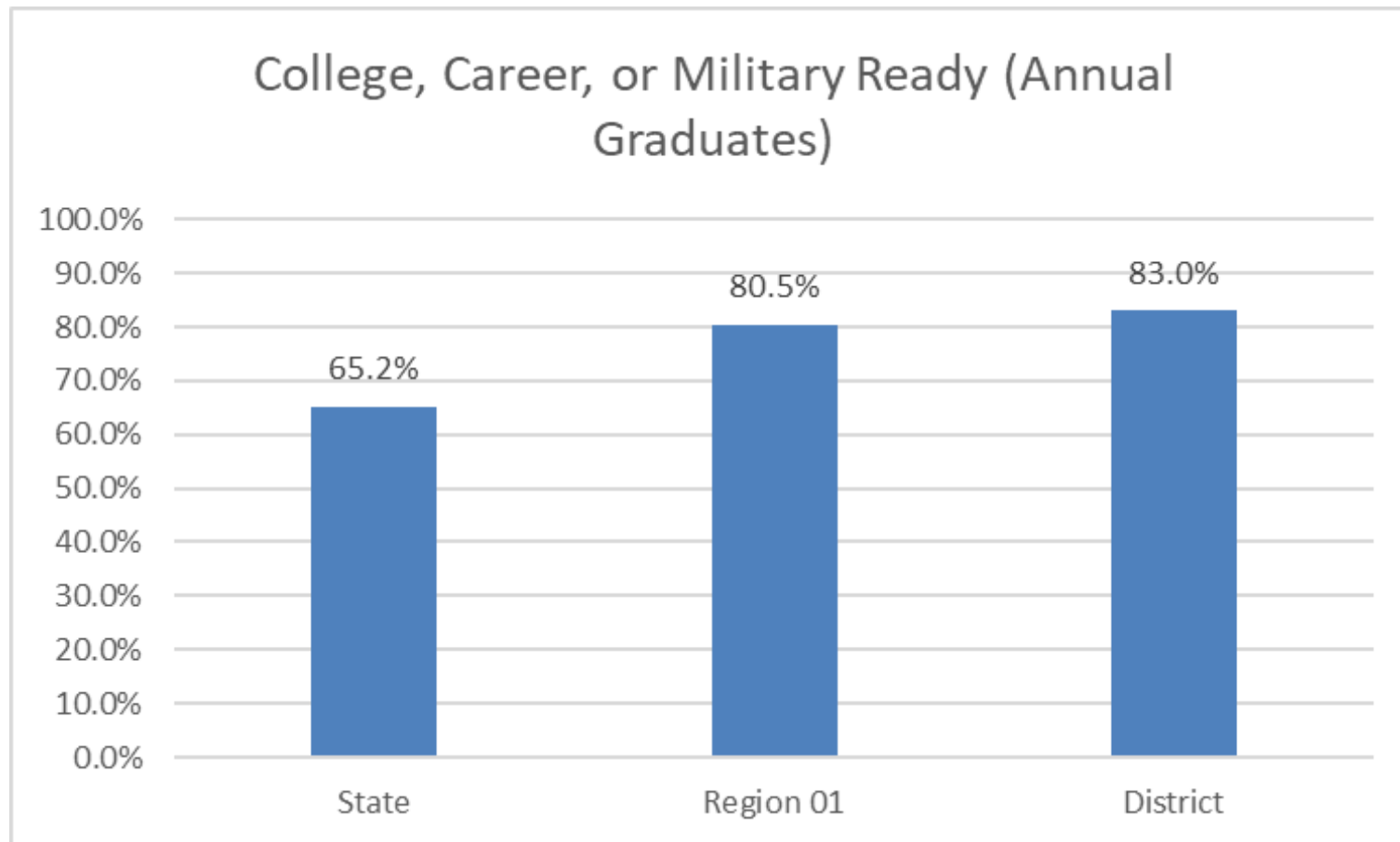
To be college ready, students could have met any of the following indicators:

- Texas Success Initiative (TSI) Criteria
- Earn Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
- Earn an Associate Degree
- Earn OnRamps Course Credits

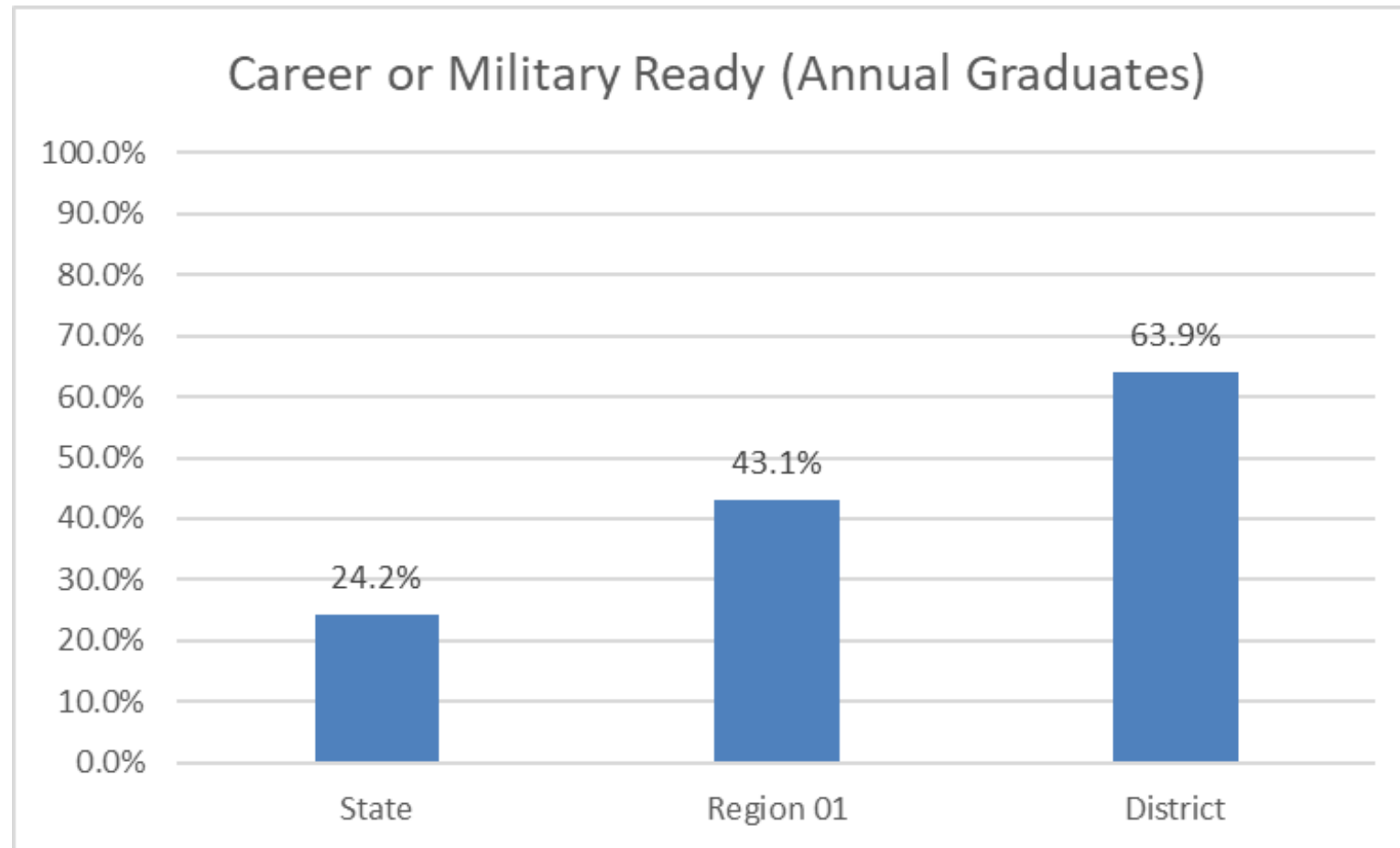
To be career ready, students could have met any of the following indicators:

- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness
- Graduates under an Advanced Degree Plan and Identified as a current Special Education Student
- Graduate with Level I or Level II Certificate
- Enlist in the Armed Forces

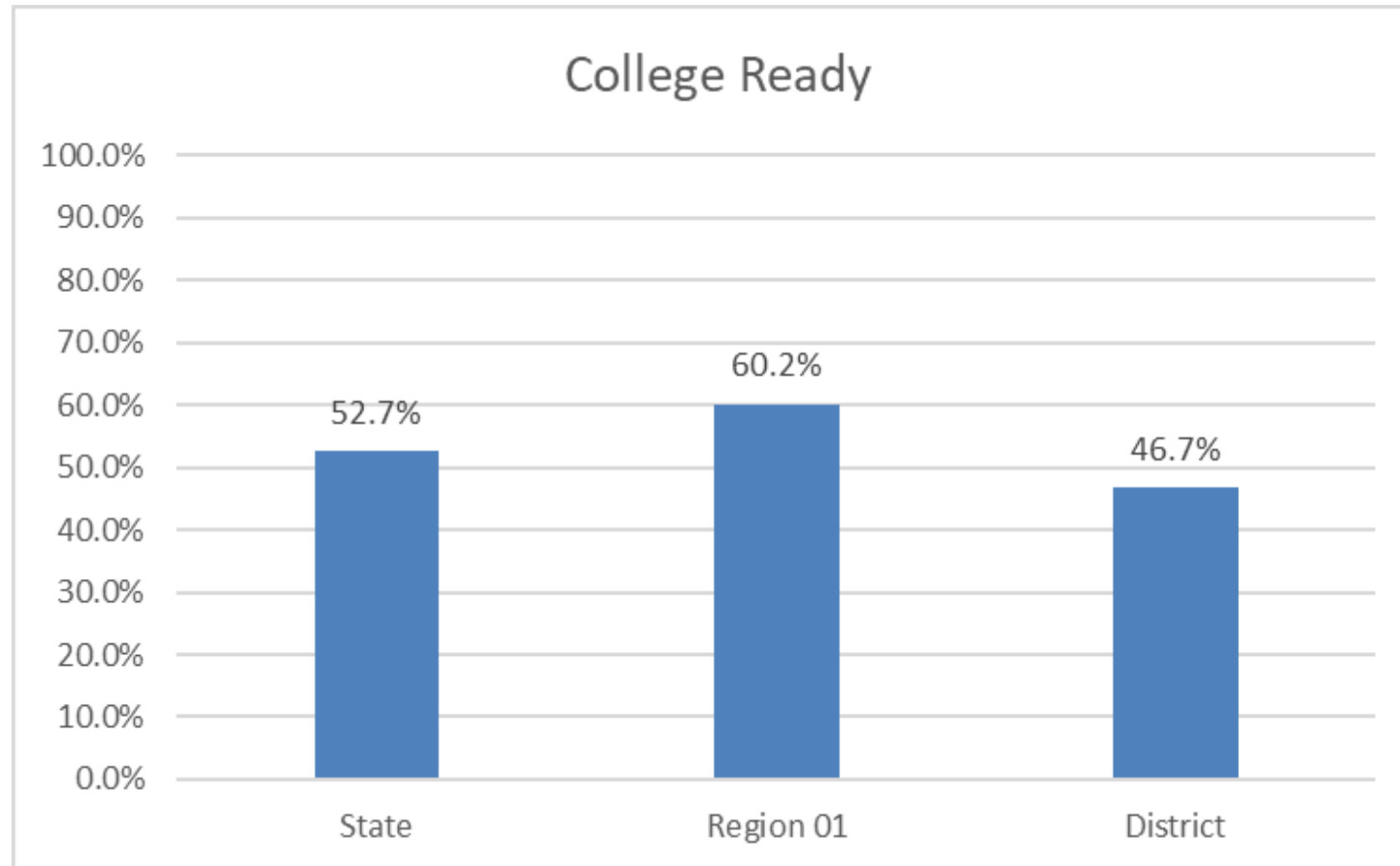
# 2021-22 College, Career, and Military Readiness (CCMR) page 22 of 32



# 2021-22 College, Career, and Military Readiness (CCMR) page 22 of 32



# 2021-22 College, Career, and Military Readiness (CCMR) page 22 of 32



# 2021-22 Student Information

This section of the TAPR report provides information on the composition of our district. Data is presented for both the enrollment population and the membership population.

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

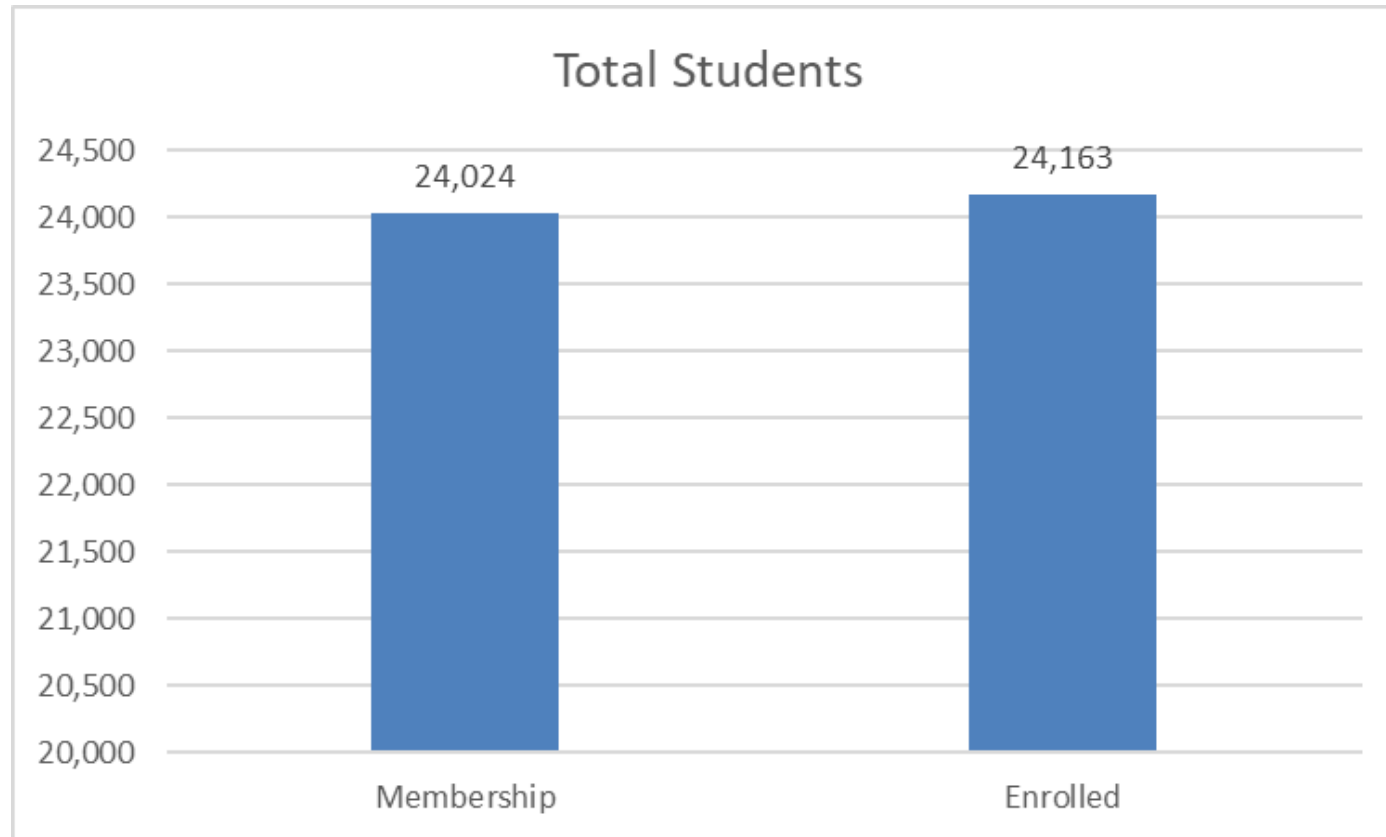
Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either:

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district

# Student Enrollment vs Membership

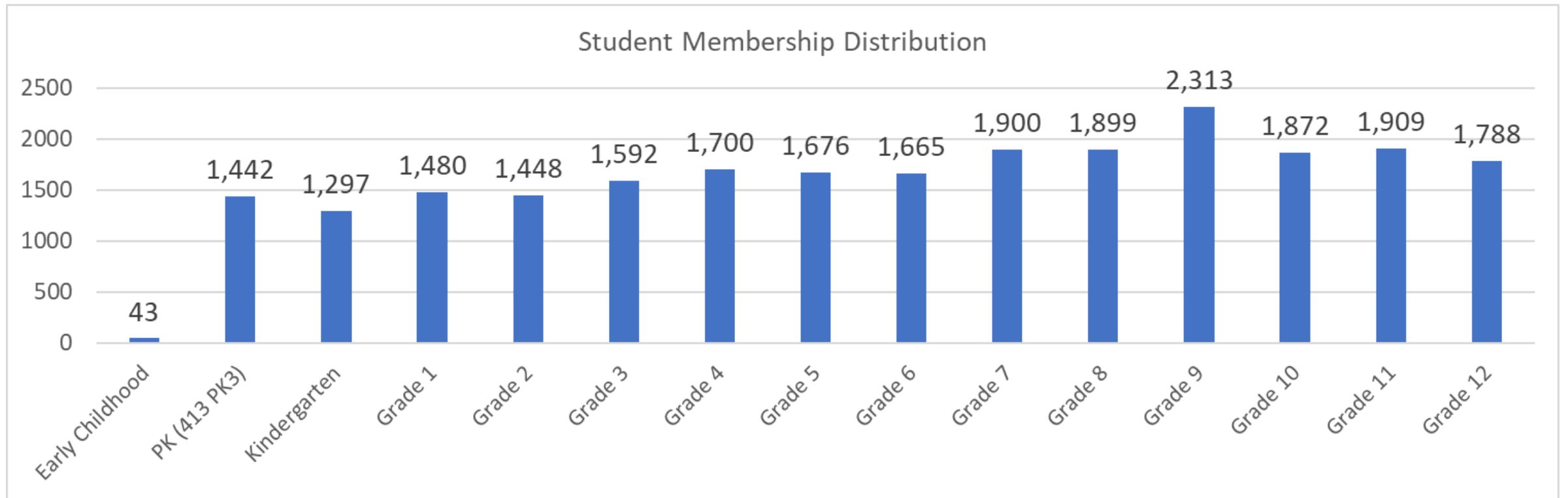
Page 27 of 32





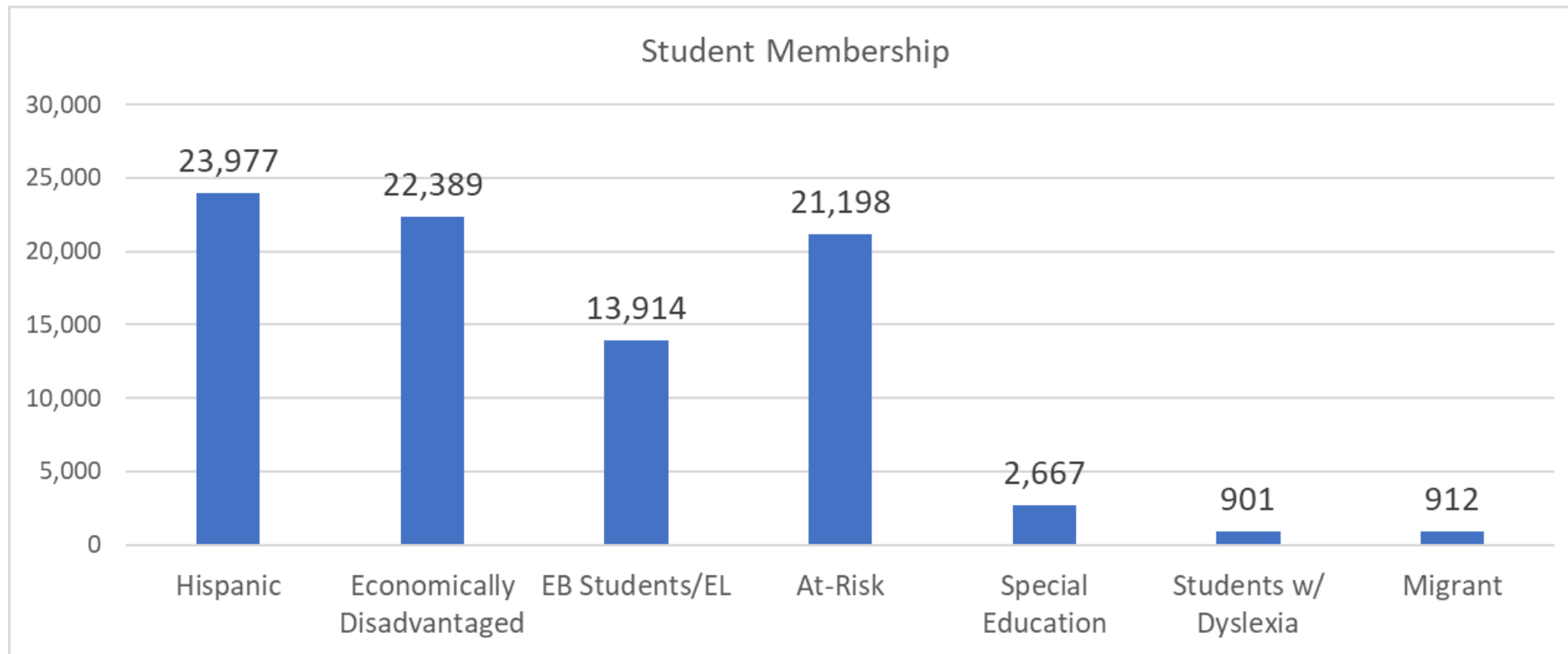
# Student Membership Distribution

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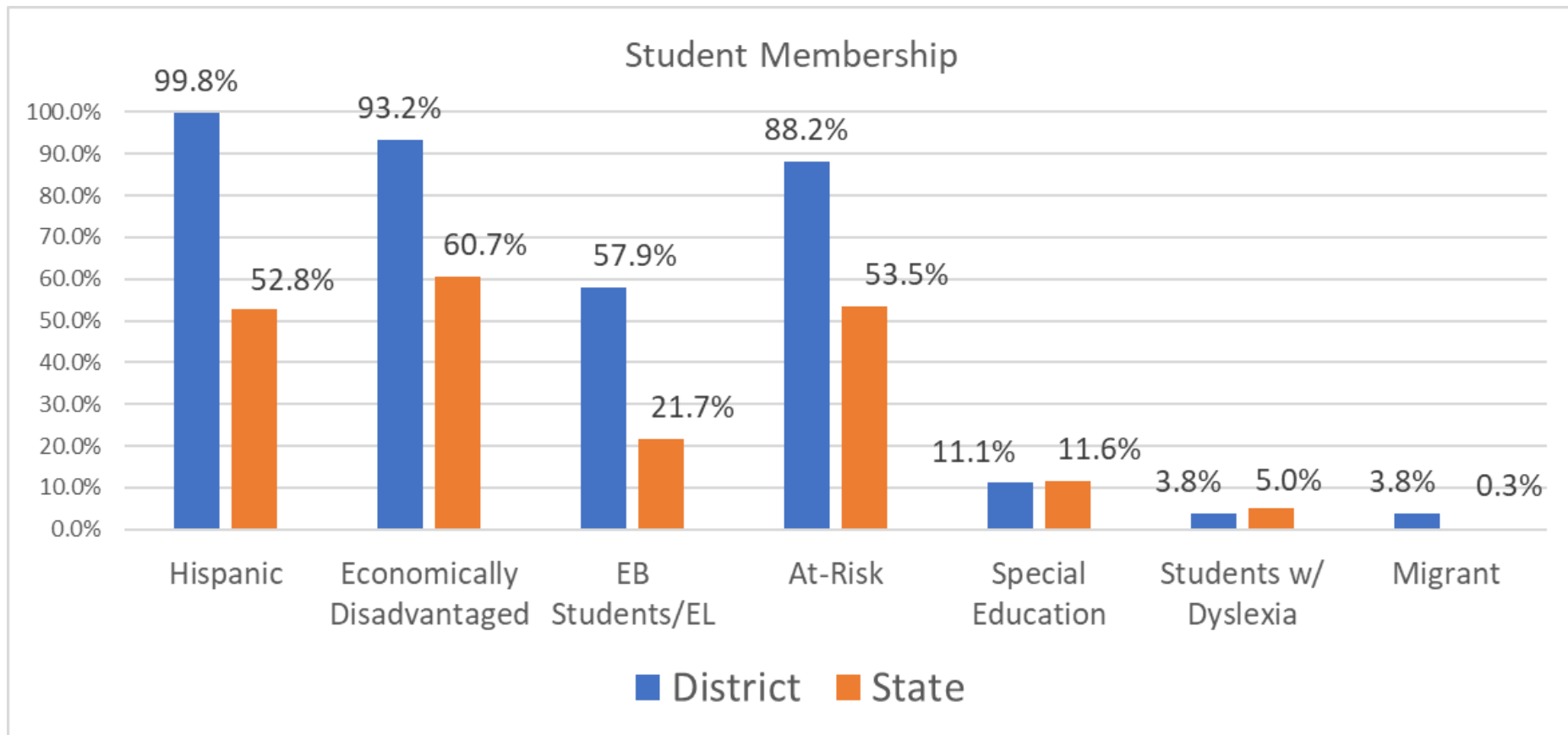
# Student Demographics

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# Student Demographics

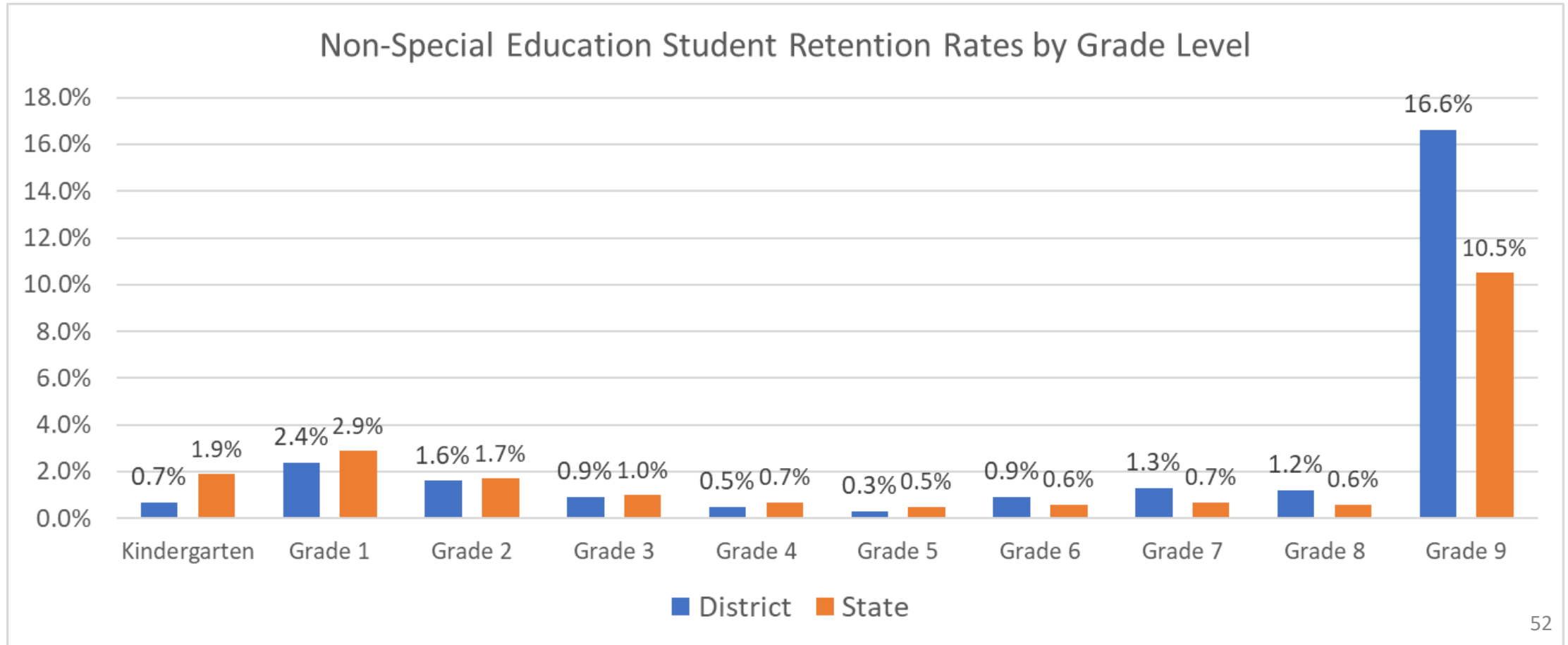
Page 27 of 32



Total student membership of 24,024

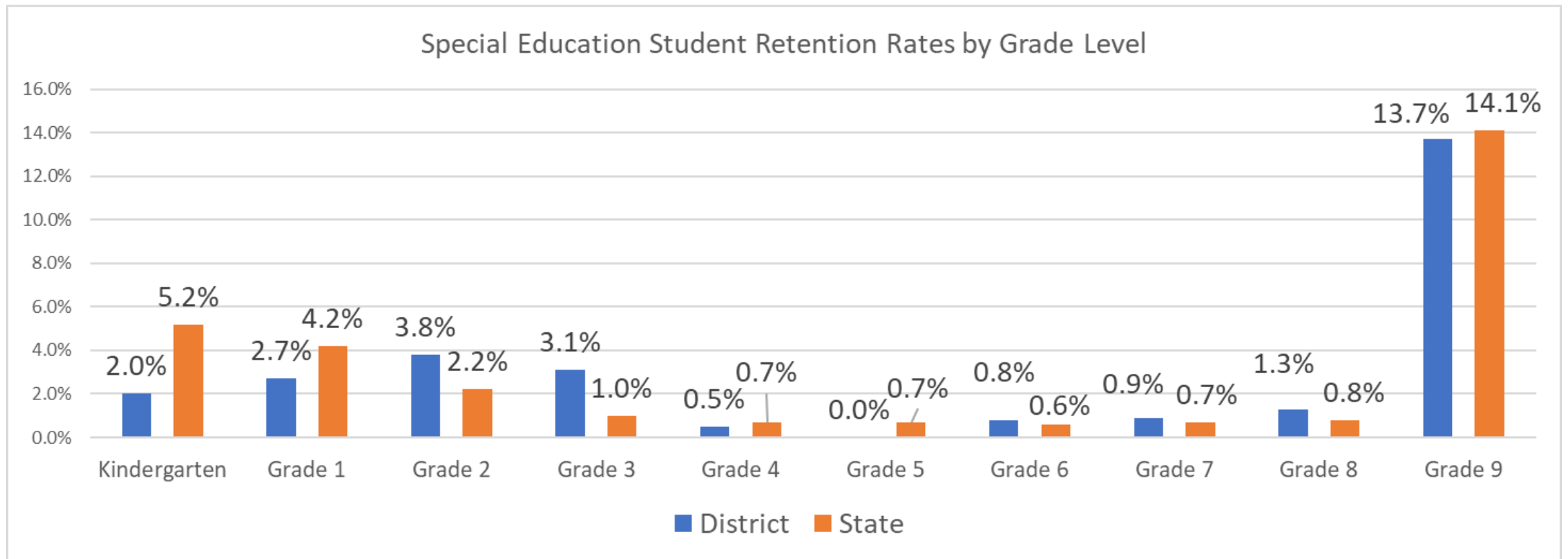
# Student Retention Rates

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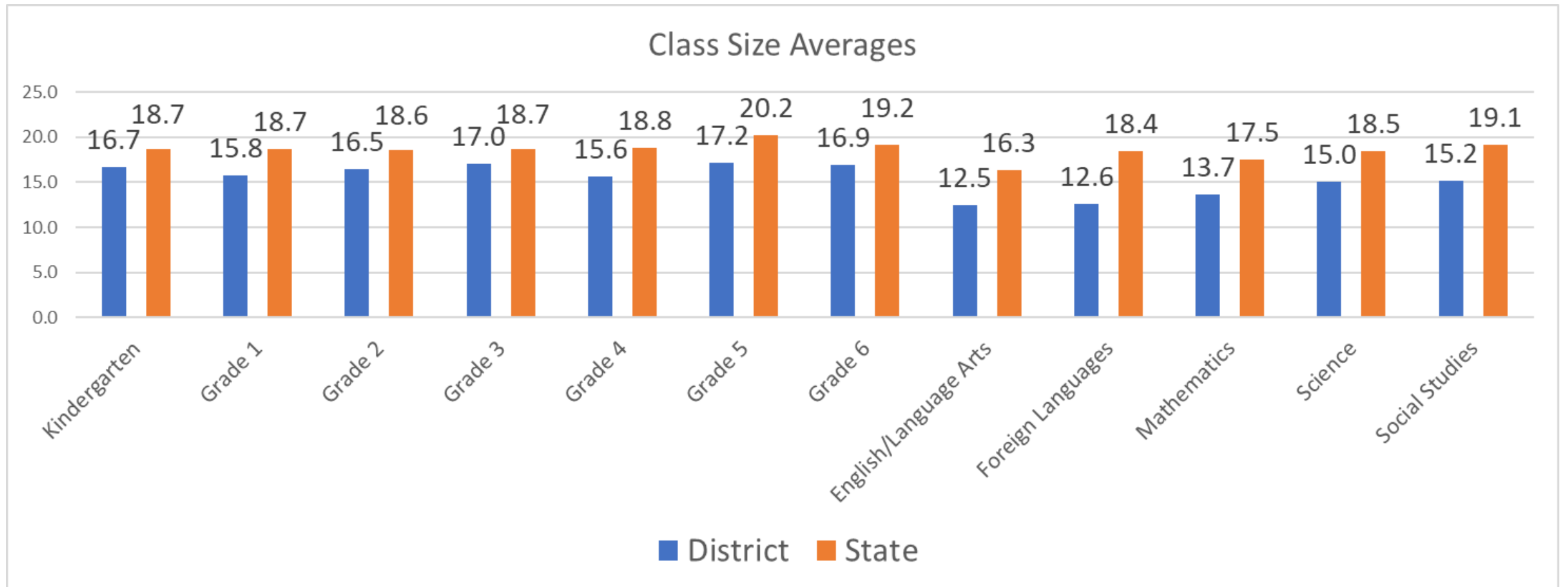
# Student Retention Rates

Page 29 of 32

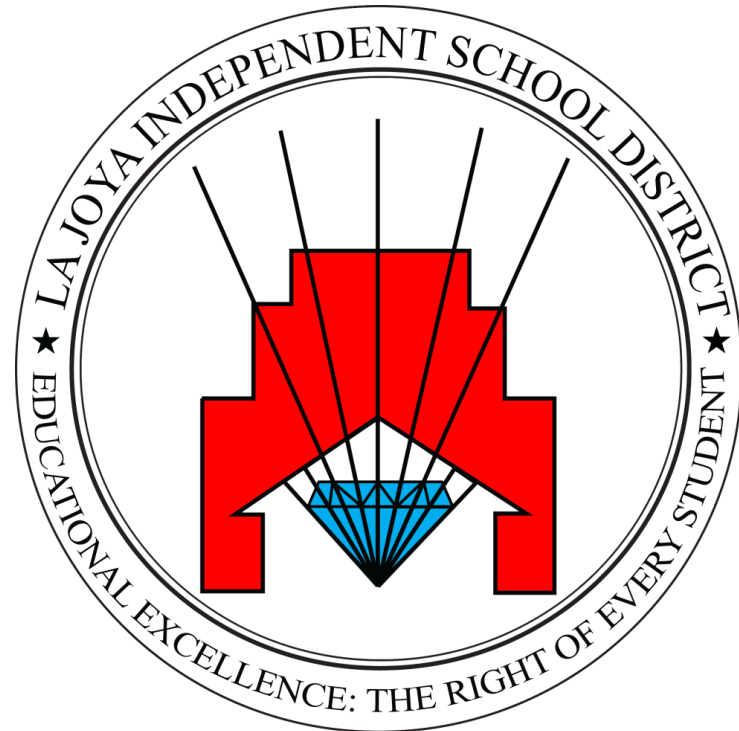


# Class Size Averages by Grade and Subject

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# Campus Performance Objectives



# Campus Performance Objectives

TEA requires that each campus identify board approved campus performance objectives as part of the campus improvement plan. Districts must monitor and publicly report each campus' progress toward meeting identified objectives.



Campus	English I			English II			Algebra I			Biology			U.S. History		
	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal
La Joya HS	50%	52%	55%	50%	59%	62%	80%	72%	77%	70%	72%	77%	80%	82%	88%
Juarez-Lincoln HS	63%	40%	50%	64%	47%	56%	88%	75%	80%	88%	71%	80%	92%	78%	90%
Palmview HS	63%	52%	65%	64%	58%	65%	88%	73%	85%	88%	73%	85%	92%	78%	90%
Carter ECHS	90%	88%	100%	90%	94%	100%	90%	97%	100%	100%	96%	100%	100%	96%	100%
Salinas STEM ECHS	80%	93%	95%	85%	86%	90%	100%	94%	95%	90%	99%	100%	98%	95%	98%

Campus	All Grades Reading			All Grades Mathematics			All Grades Social Studies			All Grades Science		
	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal
Zavala MS	76%	71%	76%	98%	77%	98%	67%	46%	77%	71%	69%	81%
Chavez MS	83%	74%	90%	90%	72%	90%	67%	64%	90%	80%	79%	90%
Saenz MS	83%	62%	90%	90%	61%	90%	67%	45%	90%	80%	61%	90%
Memorial MS	90%	81%	90%	90%	78%	90%	90%	67%	90%	90%	83%	90%
Richards MS	83%	76%	90%	90%	81%	90%	67%	68%	90%	80%	84%	90%
Garcia MS	90%	78%	90%	90%	73%	90%	90%	71%	90%	90%	82%	90%
Salinas MS	83%	66%	83%	90%	67%	90%	67%	43%	75%	80%	61%	85%
Trevino MS	80%	68%	80%	75%	62%	75%	60%	45%	60%	90%	77%	90%

Campus	All Grades Reading			All Grades Mathematics			All Grades Science		
	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal
Kennedy EL	90%	78%	90%	86%	78%	93%	83%	70%	90%
Flores EL	90%	72%	90%	90%	69%	90%	90%	63%	90%
Benavides EL	87%	54%	90%	90%	59%	90%	96%	58%	90%
Leo EL	79%	71%	90%	78%	75%	90%	70%	30%	90%
Reyna EL	90%	86%	90%	90%	86%	90%	90%	90%	90%
Chapa EL	87%	74%	90%	88%	77%	90%	81%	60%	90%
Escandon EL	90%	80%	90%	90%	78%	90%	90%	70%	90%

Campus	All Grades Reading			All Grades Mathematics			All Grades Science		
	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal
Diaz-Villarreal EL	77%	64%	85%	79%	69%	85%	80%	43%	85%
Cavazos EL	80%	73%	90%	80%	83%	90%	80%	72%	90%
Tabasco EL	85%	73%	90%	85%	82%	90%	85%	56%	90%
Perez EL	80%	72%	90%	80%	82%	90%	80%	75%	90%
Gonzalez EL	86%	68%	90%	88%	68%	90%	78%	71%	90%
Bentsen EL	90%	89%	90%	90%	85%	90%	90%	75%	90%
Fordyce EL	80%	66%	90%	70%	70%	90%	70%	59%	90%
Zapata EL	90%	71%	90%	90%	68%	90%	90%	62%	90%

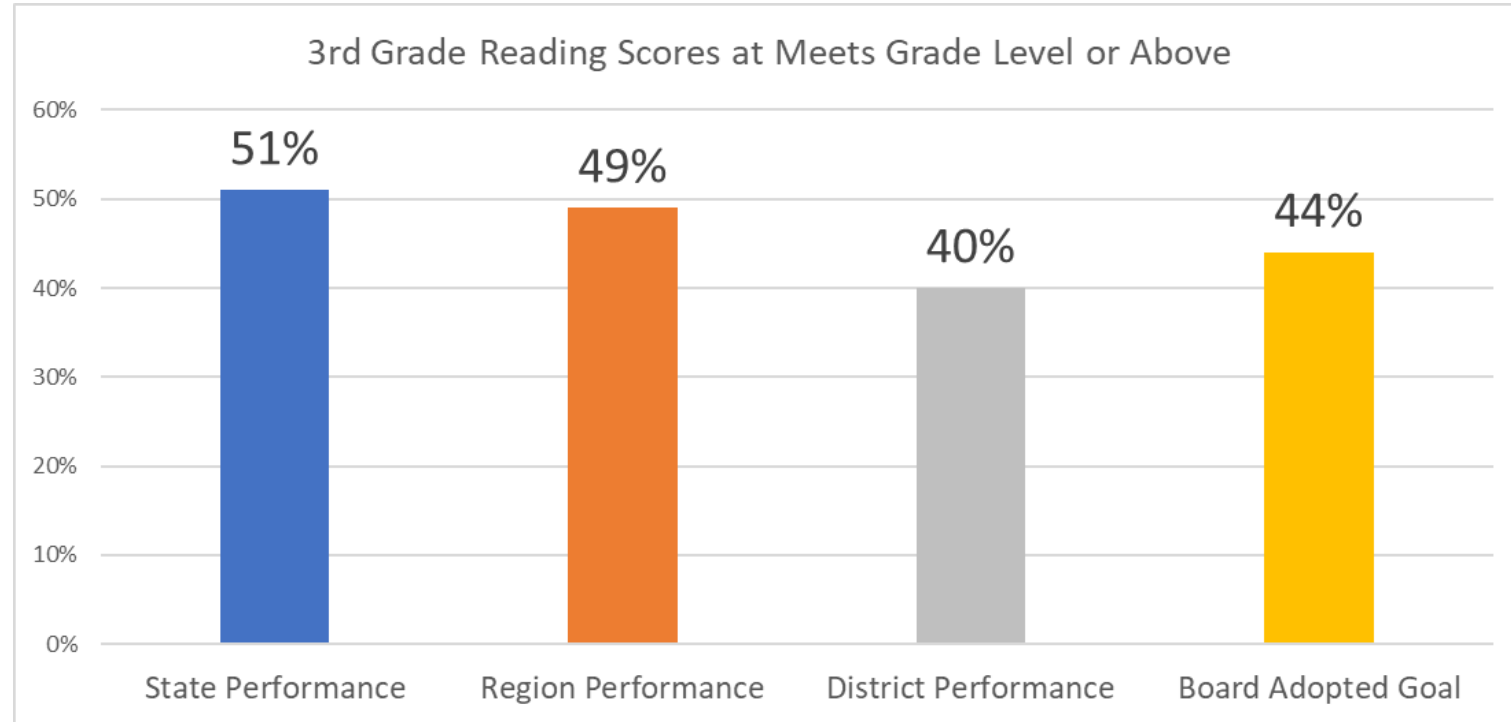
Campus	All Grades Reading			All Grades Mathematics			All Grades Science		
	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal	2022 Goal	2022 Data	2023 Goal
Seguin EL	88%	57%	85%	88%	54%	85%	84%	39%	85%
Camarena EL	83%	81%	90%	85%	81%	90%	80%	73%	90%
Paredes EL	84%	71%	83%	84%	72%	82%	85%	58%	70%
Clinton EL	90%	67%	84%	88%	70%	84%	85%	62%	84%
Pena EL	75%	58%	90%	75%	65%	90%	75%	53%	90%
Garza EL	80%	53%	90%	80%	55%	90%	80%	59%	90%
Mendiola EL	90%	69%	90%	90%	75%	90%	90%	56%	90%

# HB3 Goals

- House Bill 3 (HB 3) amended the Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that targeted early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).
- Under HB 3, school boards were required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness.

# 3rd Grade Reading

- The percentage of all students that score meets level or above on the STAAR Reading will increase from 23% in June 2021 to 44% by June 2022.



3rd Grade Reading Student Achievement Comparison Data					Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)	
	2019	2020	2021	2022	2023	2024
Region Performance:	46%	*	27%	<b>49%</b>		
State Performance:	45%	*	39%	<b>51%</b>		
District Performance	49%	*	23%	<b>40%</b>		
Board Adopted Goal:	*	54%	57%	<b>44%</b>	47%	50%
Difference	*	*	-34%	<b>-4%</b>		

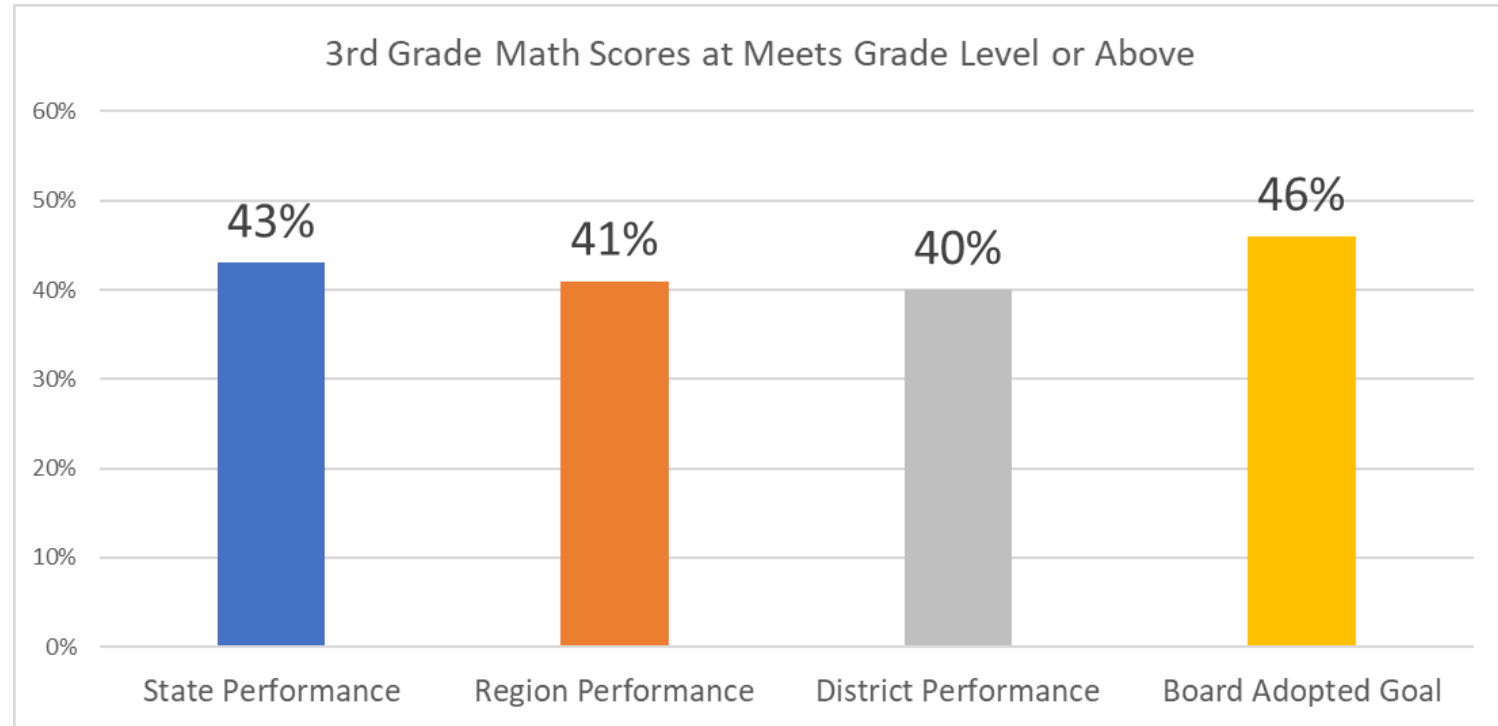
# 3rd Grade Reading District Performance

2021 - 2022 School Board Accountability Measures - District											Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Dis.	Special Ed. (Former Student)	EL	Cont. Enrolled	Non-Cont. Enrolled
Federal Accountability Target:	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>19%</b>	<b>33%</b>	<b>36%</b>	<b>29%</b>	<b>46%</b>	<b>42%</b>
Region Performance Average:	49%	59%	48%	67%	20%	81%	*	55%	30%	45%	47%	43%	49%	45%
State Performance Average:	51%	40%	44%	65%	51%	77%	49%	61%	30%	41%	51%	40%	52%	49%
District Performance Average:	40%	*	40%	*	*	*	*	*	38%	39%	36%	34%	40%	42%
2021-2022 Board Adopted Goal:	44%	NA	44%	NA	NA	NA	NA	NA	38%	44%	48%	44%	49%	45%
Difference	-4%	NA	-4%	NA	NA	NA	NA	NA	0	-5%	-12%	-10%	-9%	-3%



# 3rd Grade Math

- The percentage of all students that score meets level or above on the STAAR Mathematics will increase from 16% in June 2021 to 46% by June 2022.



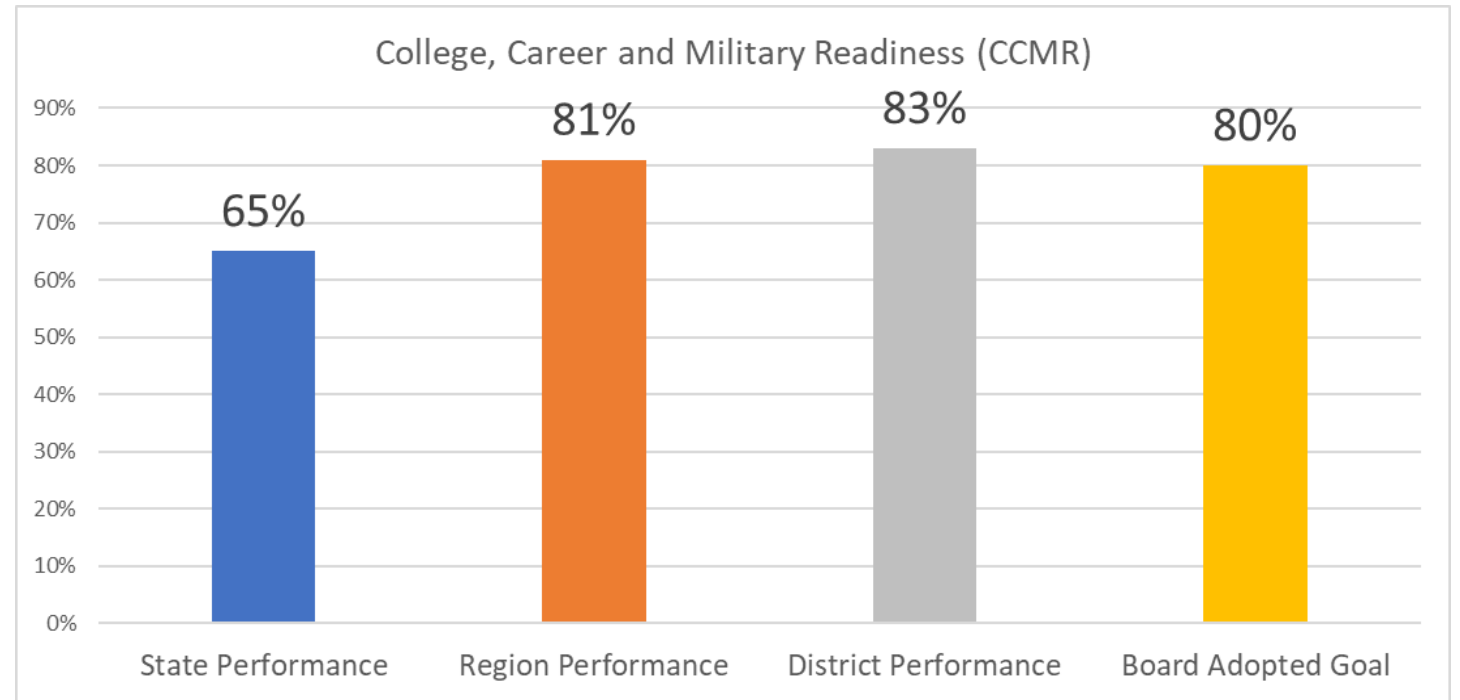
3rd Grade Mathematics Student Achievement Comparison Data	Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)					
	2019	2020	2021	2022	2023	2024
State Performance:	49%	No Data	31%	<b>43%</b>		
Region Performance:	53%	No Data	17%	<b>41%</b>		
District Performance	51%	No Data	16%	<b>40%</b>		
Board Adopted Goal:	*	54%	57%	<b>46%</b>	48%	50%
Difference	*	*	-41%	<b>-6%</b>		

# 3rd Grade Math District Performance

2021 - 2022 School Board Accountability Measures - District								Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)						
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Dis.	Special Ed. (Former Student)	EL	Cont. Enrolled	Non-Cont. Enrolled
Federal Accountability Target:	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>23%</b>	<b>36%</b>	<b>44%</b>	<b>40%</b>	<b>47%</b>	<b>45%</b>
State Performance Average:	43%	28%	36%	56%	42%	74%	42%	49%	27%	33%	46%	38%	44%	39%
Region Performance Average:	41%	49%	41%	55%	30%	84%	*	65%	28%	38%	41%	38%	42%	36%
District Performance Average:	40%	*	40%	*	*	*	*	*	40%	38%	44%	35%	40%	38%
2021-2022 Board Adopted Goal:	<b>46%</b>	*	<b>46%</b>	*	*	*	*	*	<b>36%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>	<b>47%</b>	<b>45%</b>
Difference	-6%	*	-6%	*	*	*	*	*	4%	-8%	-2%	-11%	-7%	-7%

# College, Career and Military Readiness (CCMR)

- The percentage of graduates that meet the criteria for College, Career and Military Readiness (CCMR) will be at 80% by June 2022 (graduating class of 2021).



College, Career and Military Readiness (CCMR) Student Achievement School Board Comparison Data				Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)	
	2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
Region Performance:	83%	*	<b>81%</b>		
State Performance:	73%	*	<b>65%</b>		
District Performance	84%	*	<b>83%</b>	Preliminary - 92%	
Board Adopted Goal:	84%	86%	<b>80%</b>	85%	87%
Difference	0%	*	<b>3%</b>		

# CCMR District Performance

2021 - 2022 (Class of 2021) College, Career and Military Readiness (CCMR) School Board Accountability Measures - District											Overall Evaluation (On Track - Green, Monitor and Adjust - Yellow - Immediate Intervention - Red)			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Dis.	Special Ed. (Former Student)	EL	Cont. Enrolled	Non-Cont. Enrolled
Federal Accountability:	47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%
Region Performance:	78%	86%	78%	76%	57%	95%	60%	83%	77%	77%	64%	73%	86%	61%
State Performance:	63%	47%	60%	71%	58%	84%	51%	63%	64%	56%	45%	51%	67%	45%
District Performance:	78%	*	78%	67%	*	*	*	*	66%	78%	40%	75%	82%	56%
Board Adopted Goal:		*	76%	35%	*	*	*	54%	64%	73%	71%	64%	78%	40%
Difference	*	*	2%	32%	*	*	*	*	2%	5%	-31%	11%	4%	16%

# Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e).

This information, provided to districts from the [Texas Higher Education Coordinating Board \(THECB\)](#), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021.

# Jimmy Carter Early College High School Graduates

## Location of 2020 Graduates During the 2021 School Year

JIMMY CARTER EARLY COLLEGE H S	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	31	9	2	7	8	4	1
Two-Year Public Colleges	4						
Independent Colleges & Universities	0						
Not Trackable	11						
Not Found	26						
Total High School Graduates	72						

Source: Texas Higher Education Coordinating Board and Texas Education Agency "Not found" graduates have standard ID numbers that were not found in the specified year 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.

# Thelma Salinas STEM Early College High School Graduates

## Location of 2020 Graduates During the 2021 School Year

THELMA ROSA SALINAS STEM EARLY COLLEGE H S	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	45	13	10	6	8	7	1
Two-Year Public Colleges	4						
Independent Colleges & Universities	0						
Not Trackable	8						
Not Found	22						
Total High School Graduates	79						

Source: Texas Higher Education Coordinating Board and Texas Education Agency "Not found" graduates have standard ID numbers that were not found in the specified year 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.

# La Joya High School Graduates

## Location of 2020 Graduates During the 2021 School Year

LA JOYA HS	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	149	50	11	26	22	35	5
Two-Year Public Colleges	111	53	17	14	8	11	8
Independent Colleges & Universities	1						
Not Trackable	75						
Not Found	350						
Total High School Graduates	686						

Source: Texas Higher Education Coordinating Board and Texas Education Agency "Not found" graduates have standard ID numbers that were not found in the specified year 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.



# Juarez-Lincoln High School Graduates

## Location of 2020 Graduates During the 2021 School Year

JUAREZ-LINCOLN H S	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	82	35	6	7	22	10	2
Two-Year Public Colleges	108	54	20	8	15	3	8
Independent Colleges & Universities	0						
Not Trackable	90						
Not Found	353						
Total High School Graduates	633						

Source: Texas Higher Education Coordinating Board and Texas Education Agency "Not found" graduates have standard ID numbers that were not found in the specified year 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.

# La Joya Palmview High School Graduates

## Location of 2020 Graduates During the 2021 School Year

LA JOYA PALMVIEW H S	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	111	32	9	21	22	24	3
Two-Year Public Colleges	127	72	11	7	13	11	13
Independent Colleges & Universities	4						
Not Trackable	51						
Not Found	238						
Total High School Graduates	531						

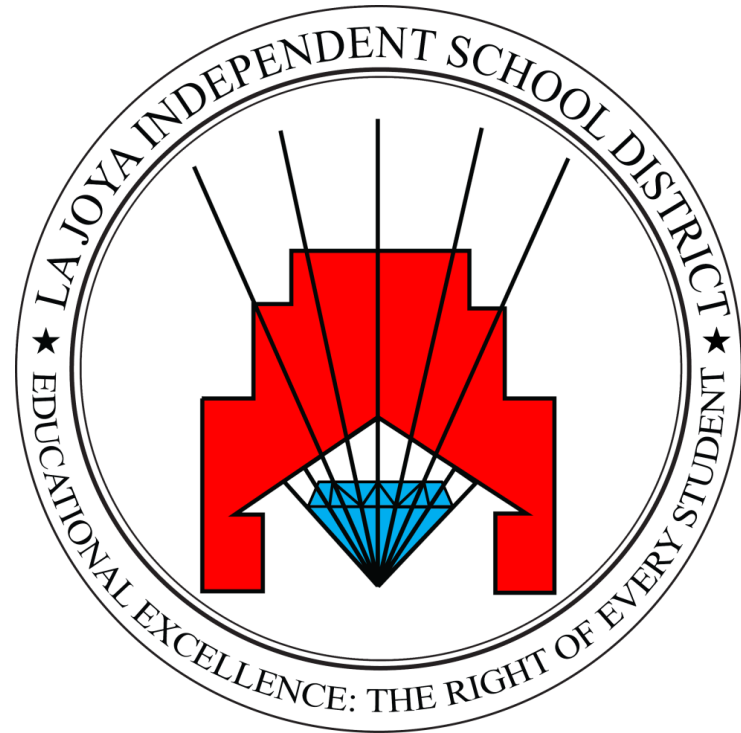
Source: Texas Higher Education Coordinating Board and Texas Education Agency "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions. "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions. Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

# District High School Graduate Comparison

2020 Graduates Attending a 4 Year University During the 2021 School Year

High Schools	Total Graduates	4 Year University	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JIMMY CARTER EARLY COLLEGE H S	72	43%	13%	3%	10%	11%	6%	1%
THELMA ROSA SALINAS STEM EARLY COLLEGE H S	79	57%	16%	13%	8%	10%	9%	1%
LA JOYA HS	686	22%	7%	2%	4%	3%	5%	1%
JUAREZ-LINCOLN H S	633	13%	6%	1%	1%	3%	2%	0%
LA JOYA PALMVIEW H S	531	21%	6%	2%	4%	4%	5%	1%

# TAPR Staffing Reports



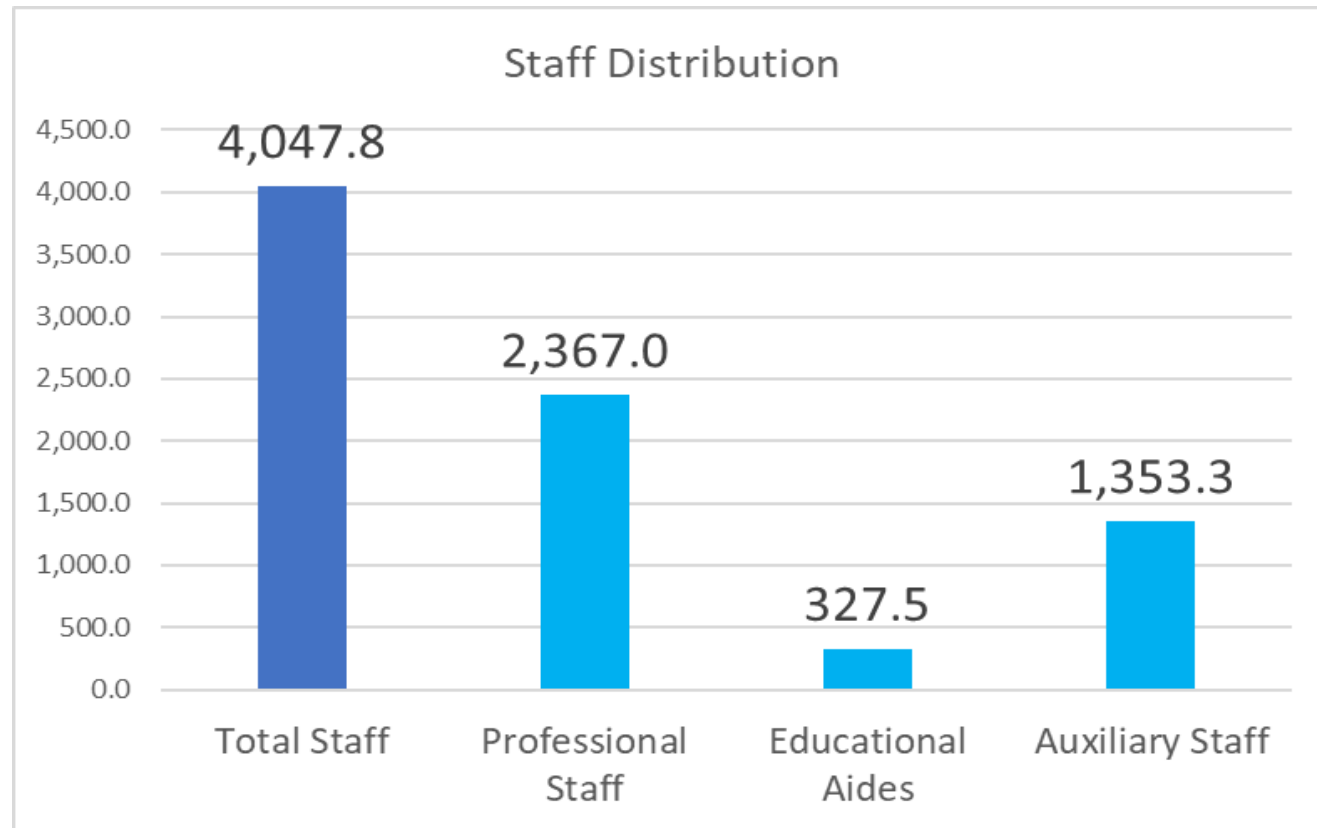
# Staff Information

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This section of the TAPR report provides information on the composition of our district staff.

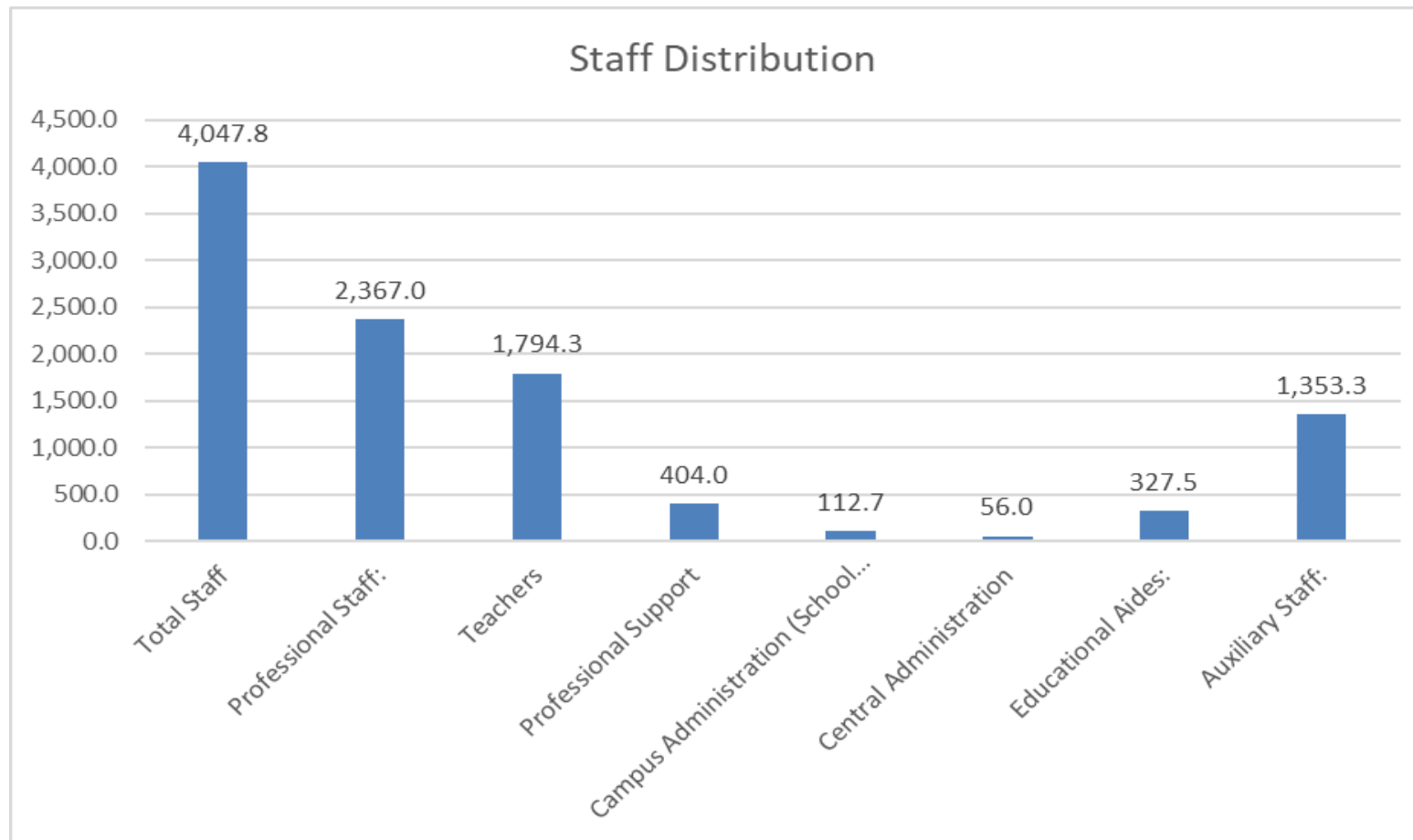
# Staff Information

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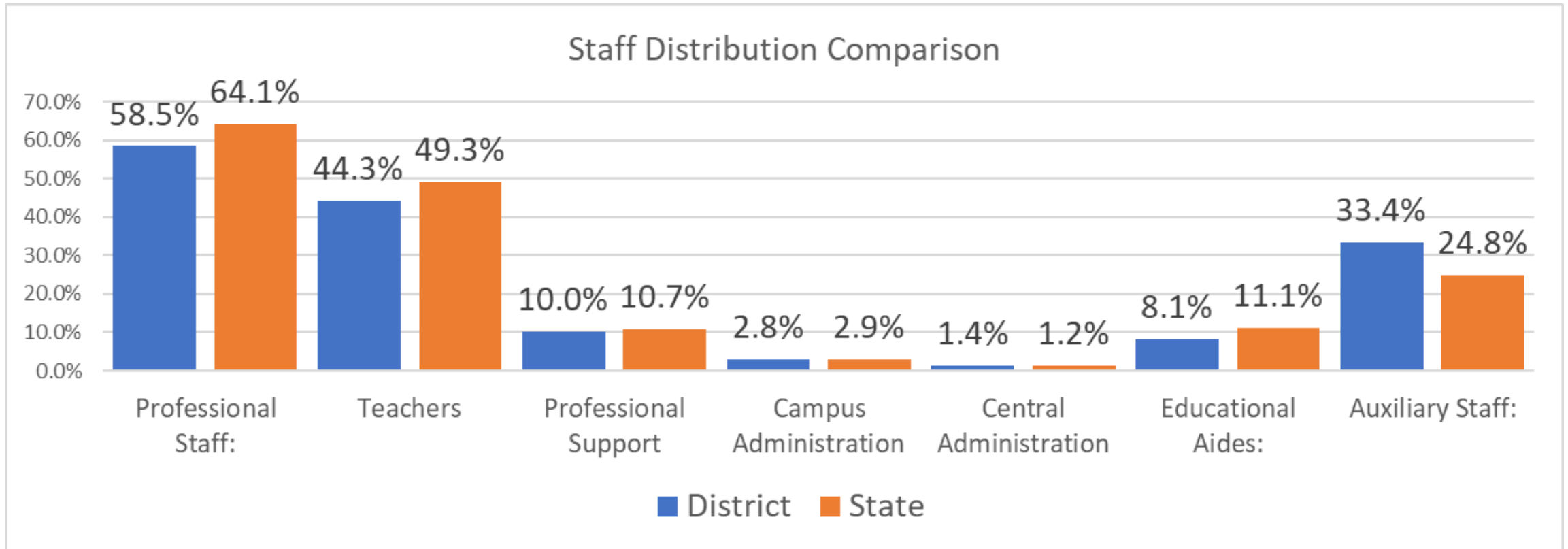
# Staff Information

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# Staff Information

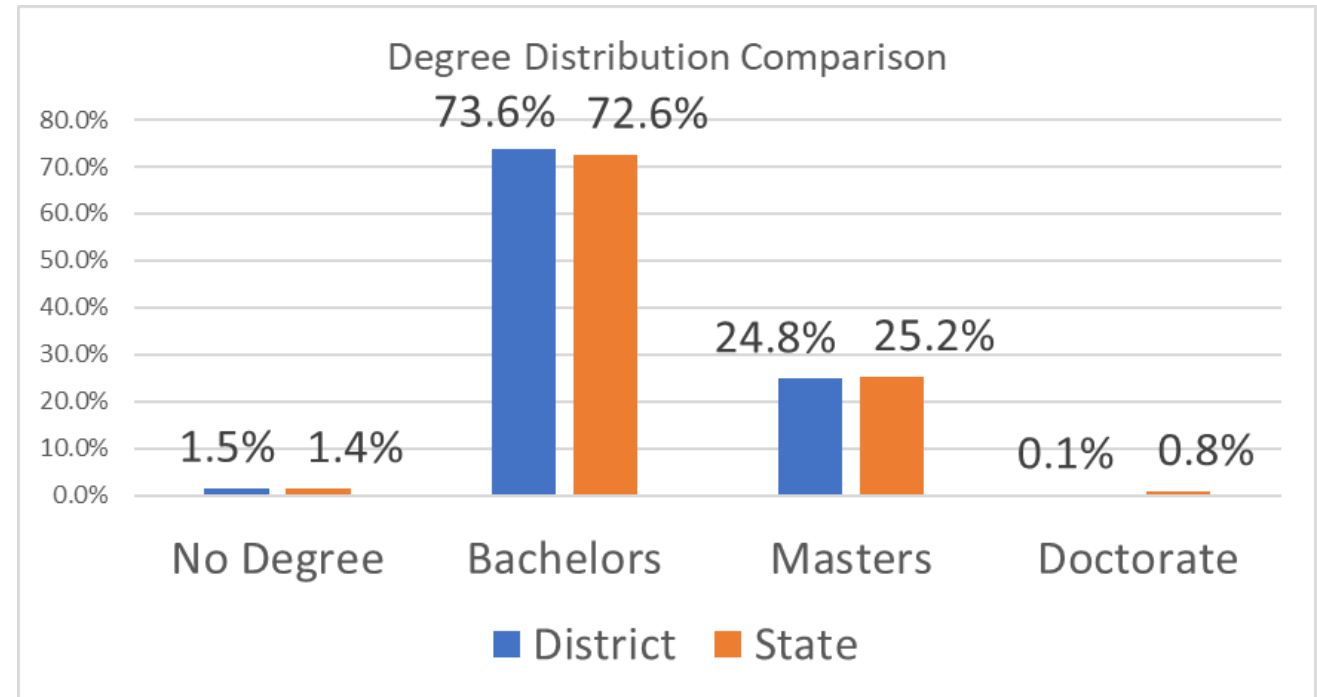
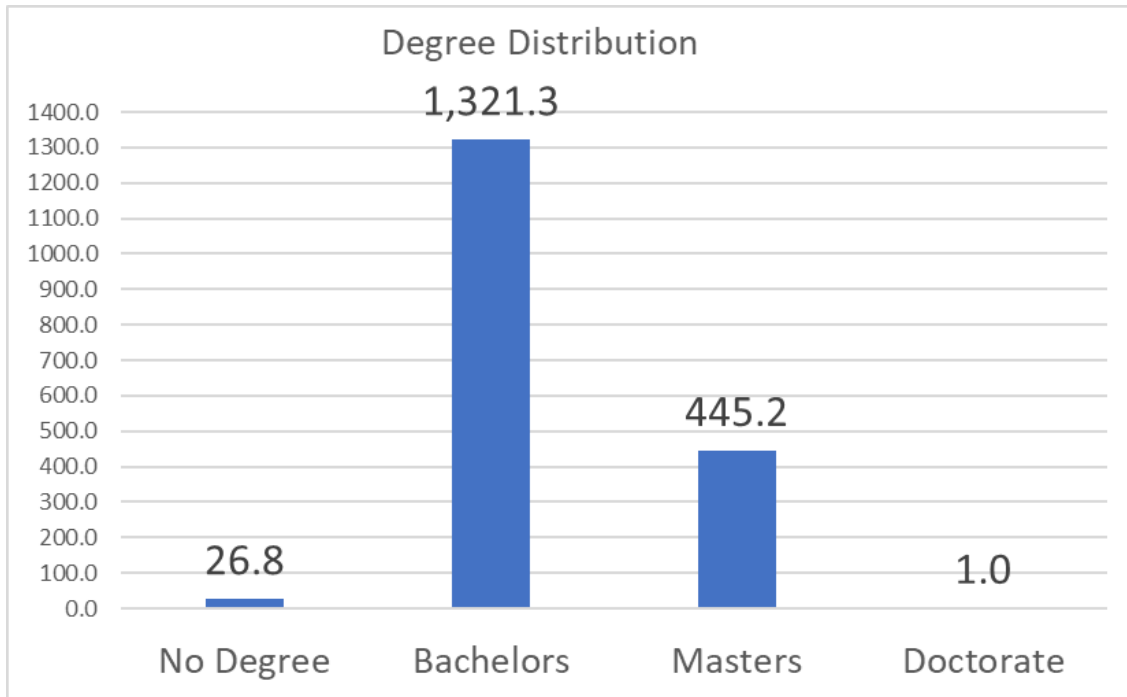
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# Staff Information-Teachers by Highest Degree Held

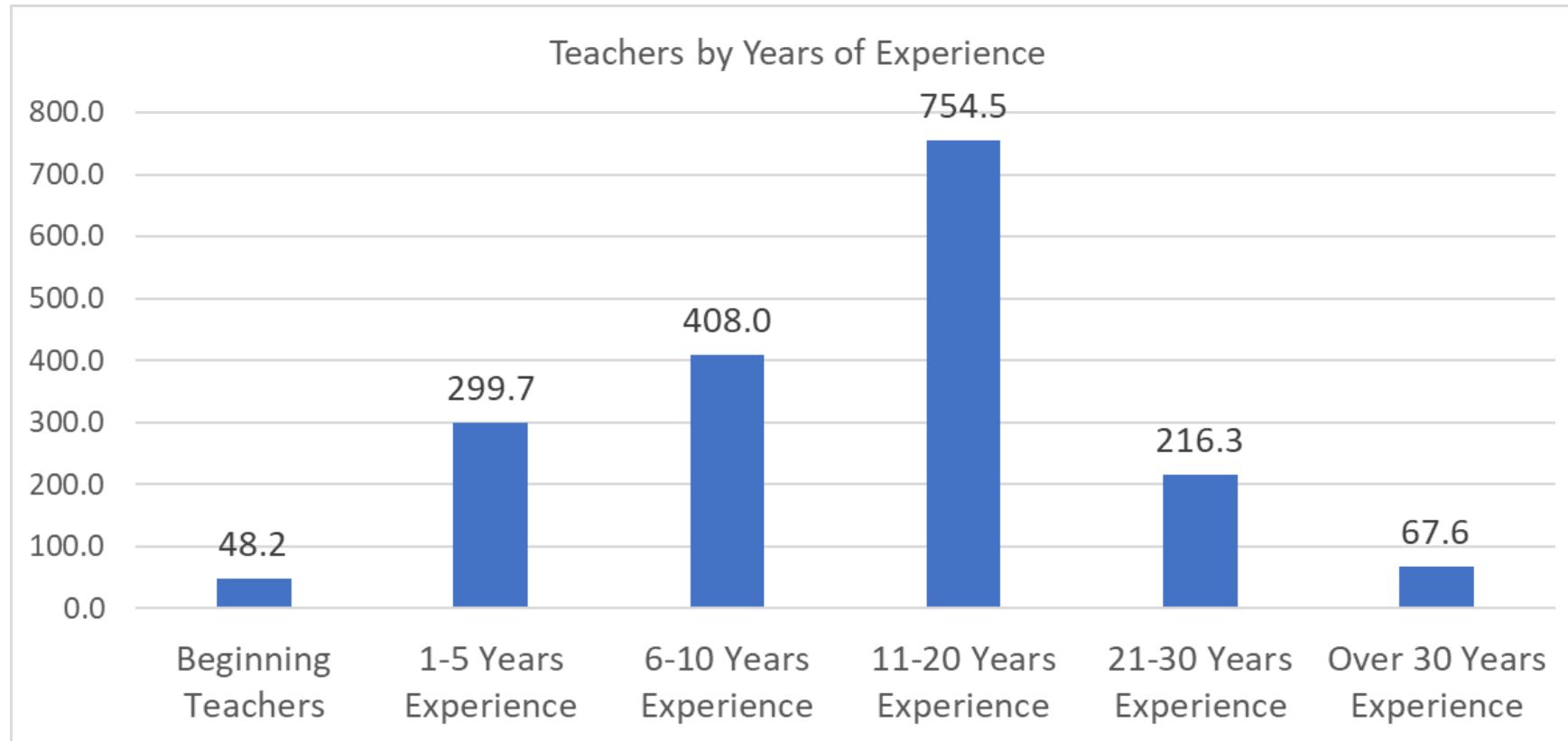
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Based on 1,794.3 teachers

# Staff Information-Teachers Years of Experience

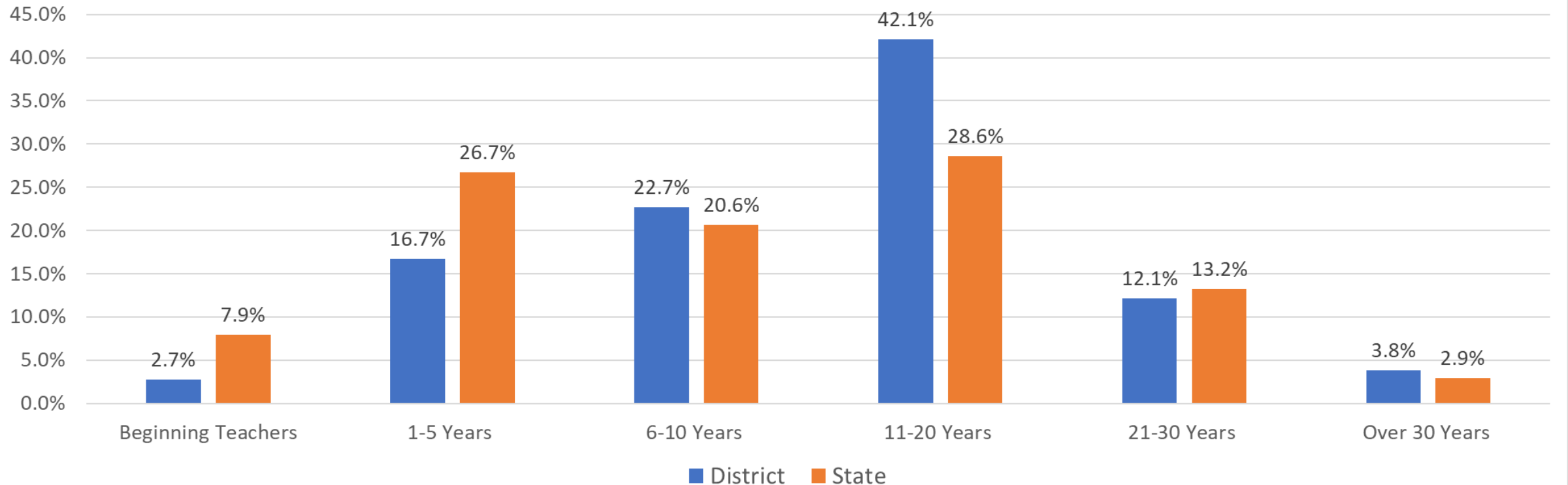
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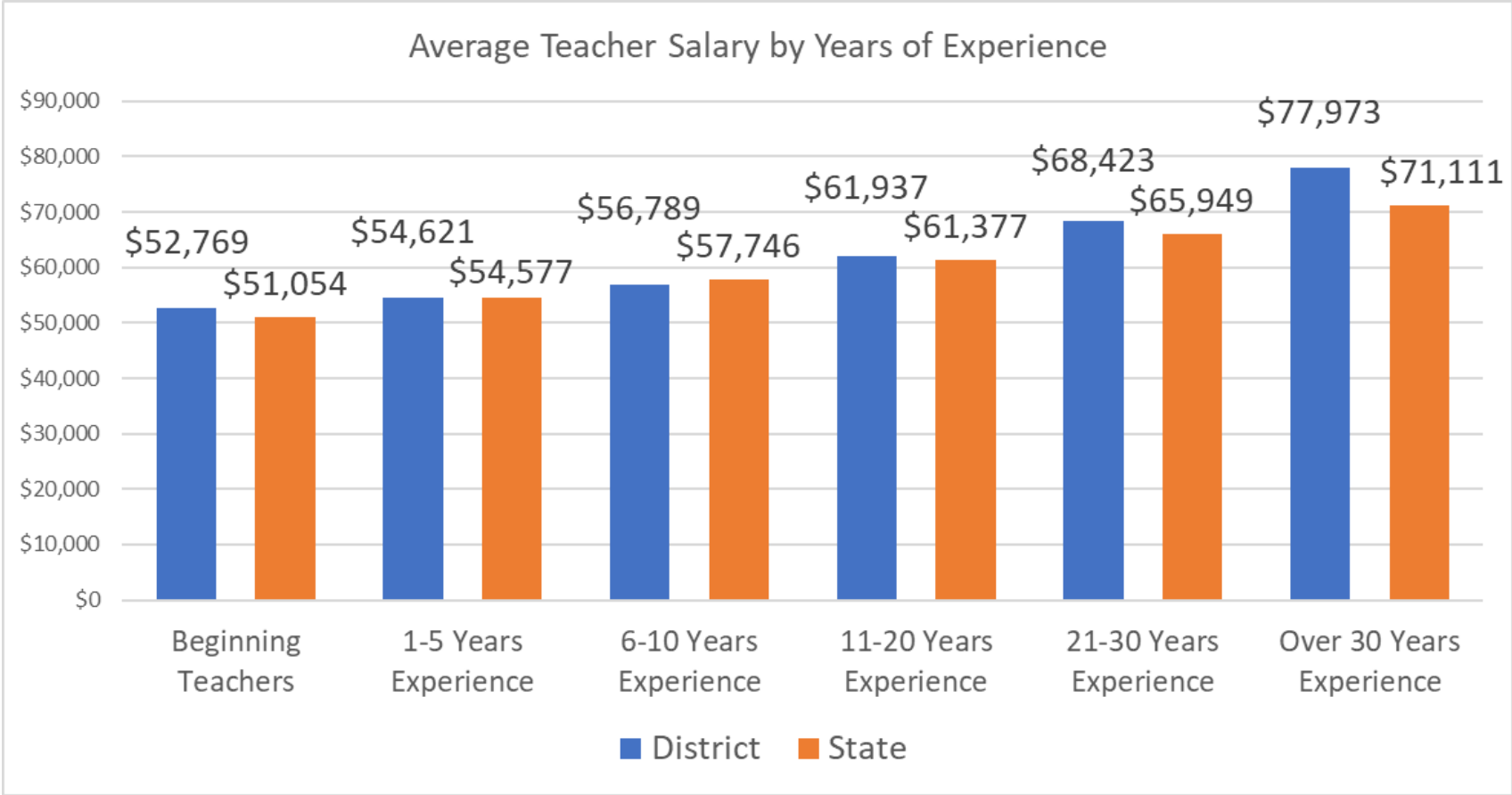
# Staff Information-Teachers Years of Experience

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Teachers by Years of Experience Comparison to State

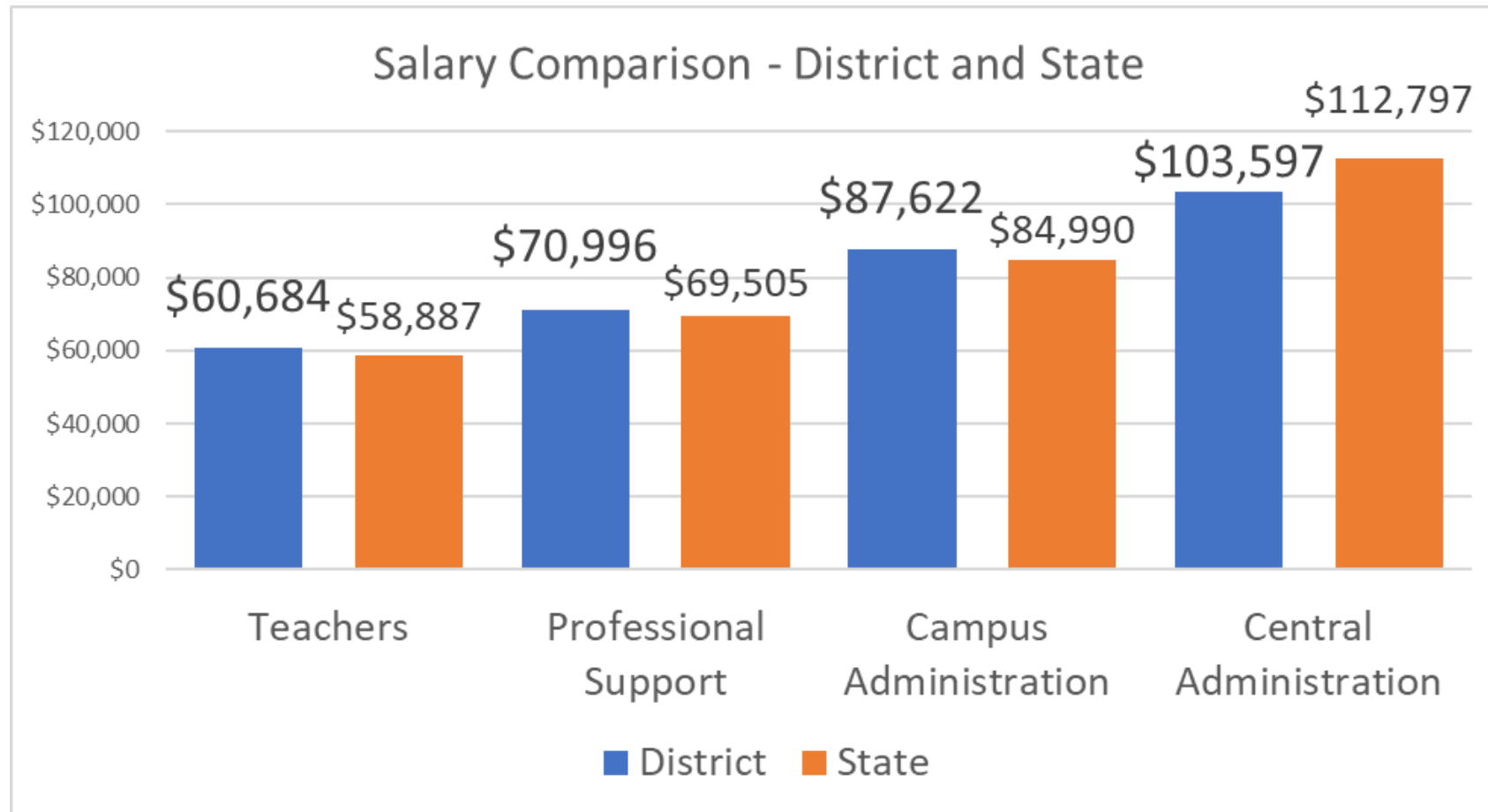


# Staff Information-Teacher Salaries



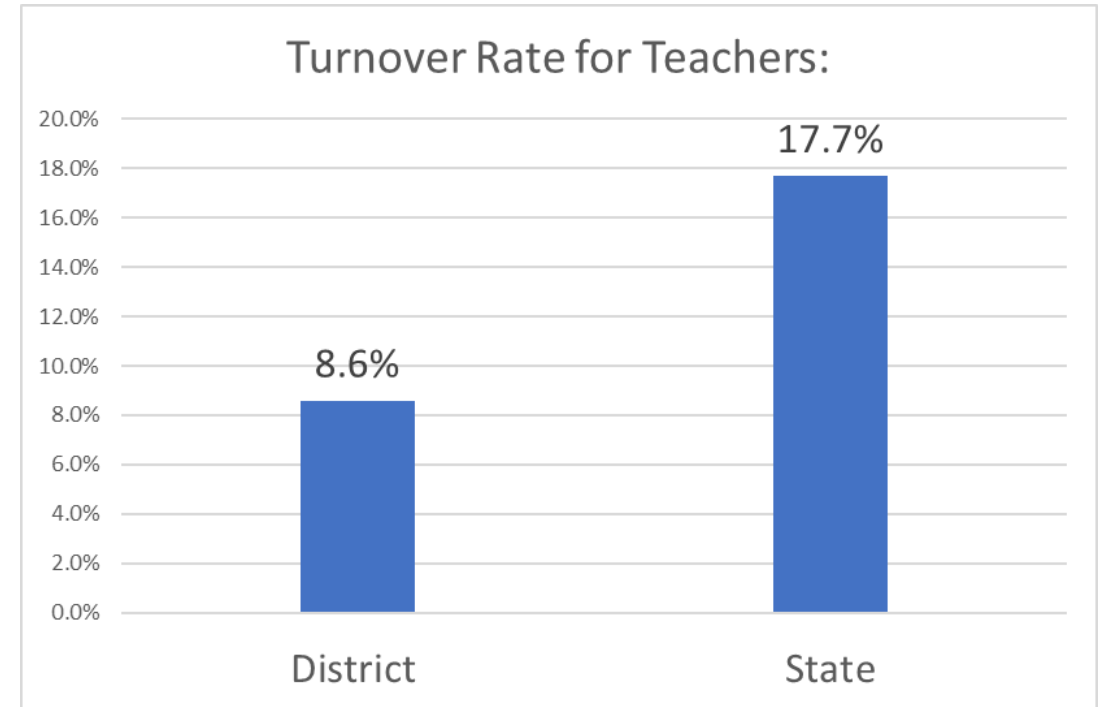
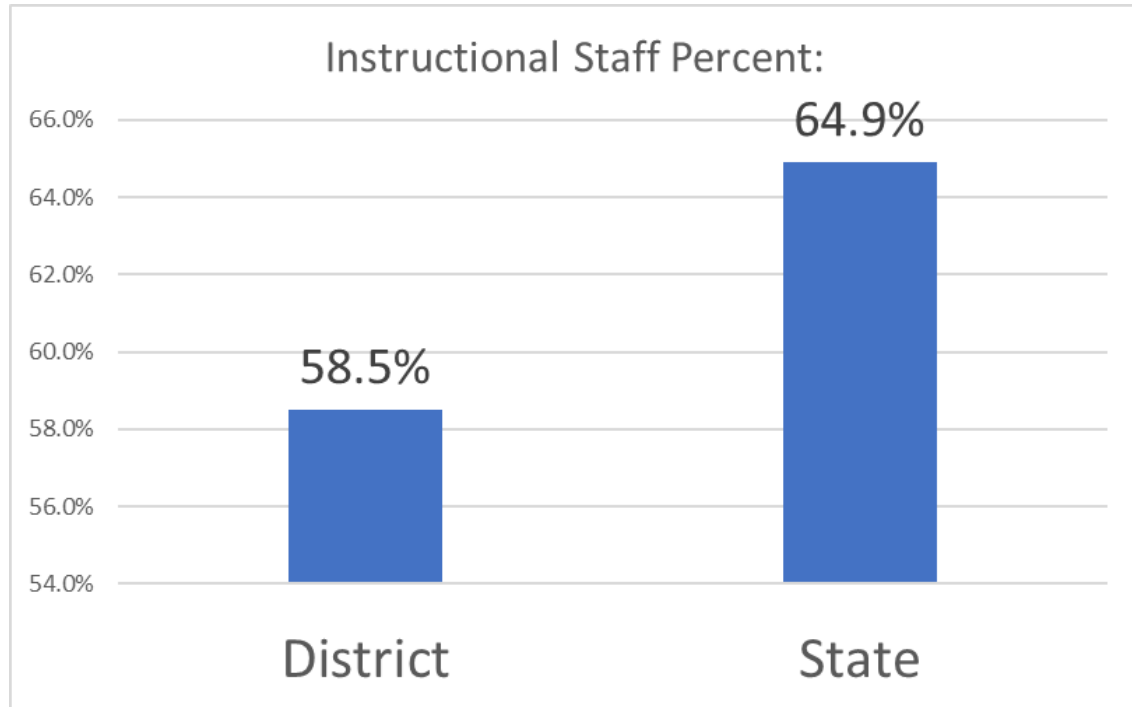
# Staff Information-Employee Salaries

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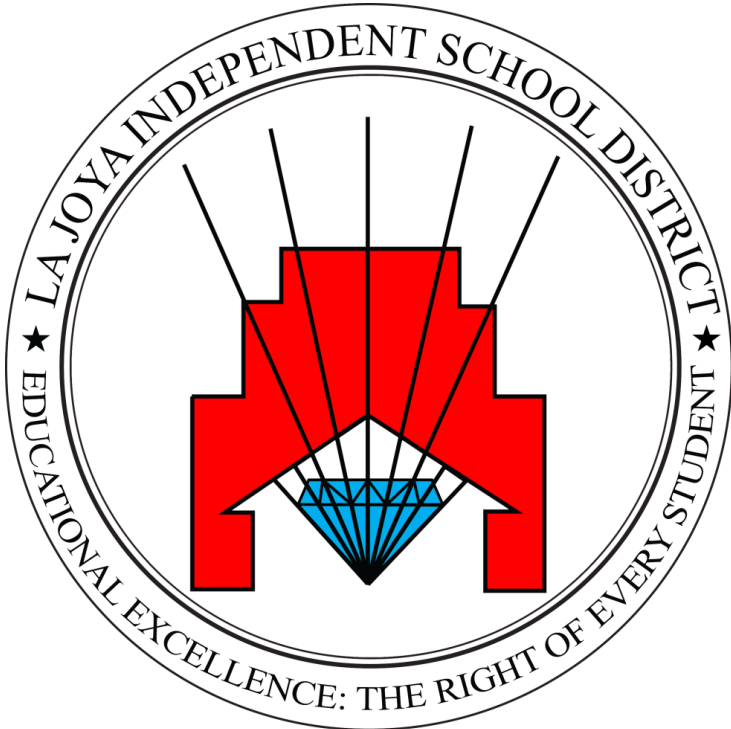


# Staff Information-Other

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# PEIMS Financial Report 2020-2021 Data



# PEIMS Financial Report

2020 - 2021 Actual Financial Data

- The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publicly available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances. These resources help districts manage budgets in a manner that maximizes fund allocations for direct instructional purposes.

- [2020-2021 Actual Financial Data](#)



# PEIMS Financial Report: Revenues

2020 - 2021 Actual Financial Data

<b>Operating Revenue</b>	<b>District Revenues</b>	<b>Distribution %</b>	<b>State Revenue</b>	<b>Distribution %</b>
Local Property Tax from M&O (excluding recapture)	\$29,973,866	8.37%	\$26,132,322,677	42.39%
State Operating Funds	\$254,890,401	71.20%	\$24,792,291,636	40.21%
Federal Funds	\$70,598,675	19.72%	\$8,899,057,269	14.43%
Other Local	\$2,508,704	0.70%	\$1,829,823,955	2.97%
<b>Total Operating Revenue</b>	<b>\$357,971,646</b>	<b>100.00%</b>	<b>\$61,653,495,537</b>	<b>100.00%</b>

# PEIMS Financial Report: Expenditures

2020 - 2021 Actual Financial Data

<b>Operating Expenditures by Object</b>	<b>District Expenditures</b>	<b>Distribution %</b>	<b>State Expenditures</b>	<b>Distribution %</b>
Payroll Expenditures	\$278,267,643	79.70%	\$47,346,128,779	79.55%
Professional & Contracted Services	\$25,303,302	7.25%	\$5,485,075,586	9.22%
Supplies & Materials	\$37,020,918	10.60%	\$5,314,672,096	8.93%
Other Operating Expenditures	\$8,564,372	2.45%	\$1,370,305,583	2.30%
<b>Total Operating Expenditures by Object</b>	<b>\$349,156,235</b>	<b>100.00%</b>	<b>\$59,516,182,044</b>	<b>100.00%</b>

# PEIMS Financial Report: Expenditures

## Per Student Expenditure Comparison

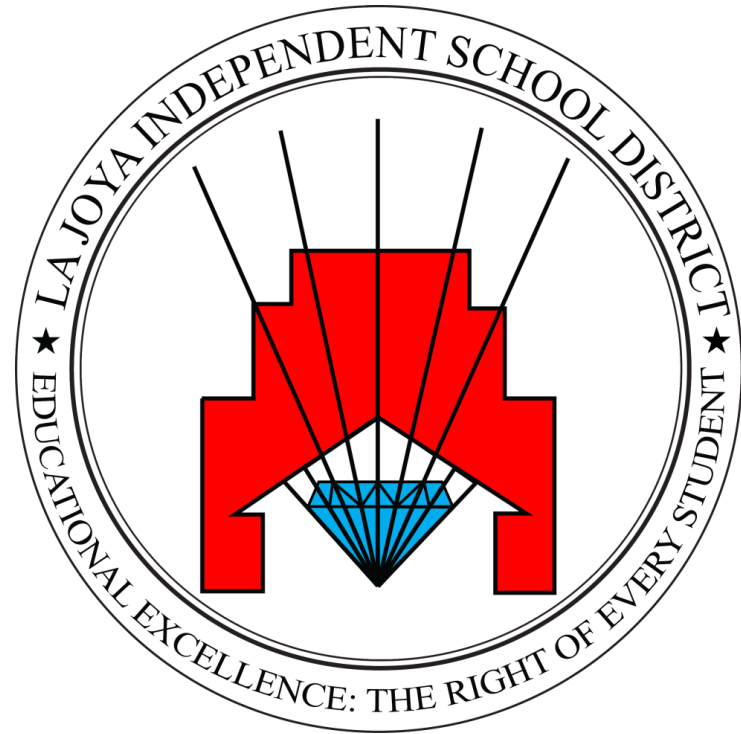
<b>Operating Expenditures by Function</b>	<b>District Per Student Expenditure</b>	<b>State Per Student Expenditure</b>	<b>Difference</b>
Instruction	\$7,236	\$6,358	\$878
Instructional Resources & Media Services	\$297	\$116	\$181
Curriculum & Staff Development	\$338	\$253	\$85
Instructional Leadership	\$211	\$186	\$25
School Leadership	\$678	\$654	\$24
Guidance Counseling Services	\$569	\$435	\$134
Social Work Services	\$120	\$35	\$85
Health Services	\$156	\$132	\$24
Transportation	\$437	\$299	\$138
Food Services	\$822	\$479	\$343
Extracurricular	\$342	\$293	\$49
General Administration	\$350	\$361	(\$11)
Facilities Maintenance & Operations	\$1,251	\$1,098	\$153
Security & Monitoring Services	\$199	\$119	\$80
Data Processing Services	\$66	\$228	(\$162)
Community Services	\$46	\$57	(\$11)

# PEIMS Financial Report: Fund Balance

2020 - 2021 Actual Financial Data

<b>Fund Balance</b>	<b>District Fund Balance</b>	<b>Per Student Allocation</b>	<b>State Fund Balance</b>	<b>Per Student Allocation</b>
Nonspendable Fund Balance	\$3,031,237	\$114	\$342,667,048	\$69
Restricted Fund Balance	\$19,968,831	\$750	\$20,204,526,878	\$4,047
Committed Fund Balance	\$5,430,408	\$204	\$4,009,536,094	\$803
Assigned Fund Balance	\$19,008,959	\$714	\$3,530,241,520	\$707
Unassigned Fund Balance	\$67,616,491	\$2,540	\$16,344,075,825	\$3,273
Total Fund Balance**	\$115,055,926	\$4,322	\$44,431,047,365	\$8,899

# Violent and Criminal Incidents Report



# Violent and Criminal Incidents

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2021 - 2022

- 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.
- [District Level Annual Discipline Summary](#)

# Violent and Criminal Incidents

2021 - 2022

INCIDENT TYPE	2021-2022
(17) Murder, capital murder, criminal attempt to commit murder	0
(18) Indecency with a child	0
(19) Aggravated Kidnapping	0
(28) Assault against someone other than a school district employee or volunteer	42
(30) Aggravated assault against someone other than a school district employee or volunteer	0
(32) Sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer	0
(46) Aggravated robbery	0
TOTAL:	42

Violent criminal acts are those reported under the Public Education Information Management System (PEIMS ) 425 Record for reason codes 17, 18, 19, 28, 30, 32, and 46.

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

## 2021-2022 District Annual Discipline Summary Report

District Student Code of Conduct  
Additional Surveillance Cameras  
Chapter 37: Preventions and Interventions  
Safe and Drug Free Schools (SDFSC)  
School Counseling Safety Topics  
Referrals to Outside Agencies  
Raptor System for Identification  
Drug Prevention Use Campaigns  
Responsibility Education  
Value Codes  
Response to Intervention (RTI)  
Positive Behavior Intervention and Support (PBIS)  
Practices for Standard Response Protocols  
Communities in Schools  
Parental Involvement Activities  
Gang, Drugs and Violence Prevention Community Task Force  
Behavior Specialists (Elementary)  
Substance Abuse Counselor Services

Community Campaigns on Drug Prevention  
Campus Student Groups  
Social Workers  
Procedures for Student Morning Drop Off  
Additional Guard House  
Anti-bullying Campaign  
Administrative Trainings on Discipline Issues  
Supervising Campus “Hot Spots”  
Increase K9 Visits  
Counseling Transition Strategies at HOPE  
DAEP Incentive Program  
Special Education Services  
Lock Downs  
Trained Campuses on Positive Behaviors  
High School use of “Discipline Center”  
LPC Counselor Services