

# 2022–2023 ANNUAL REPORT



BOARD OF EDUCATION PUBLIC HEARING  
MARCH 27, 2024

# LA JOYA ISD 2022-23 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 website](#)
- La Joya ISD Central Office (Curriculum & Evaluation Dept.)

# COMPONENTS OF THE ANNUAL REPORT



ACCREDITATION  
STATUS

TAPR:  
TEXAS ACADEMIC  
PERFORMANCE  
REPORT



PEIMS FINANCIAL  
REPORT

CAMPUS  
PERFORMANCE  
OBJECTIVES



VIOLENT OR  
CRIMINAL  
INCIDENT REPORT

POSTSECONDARY  
PERFORMANCE





# DISTRICT ACCREDITATION STATUS



# ACCREDITATIONS AND RATINGS SUMMARY



## ACCREDITATION STATUS

**2022-23 Accreditation Status**

**Accredited**

**2022-23 FIRST Rating**

**A = Superior Achievement (90%)**

**2023 Accountability Rating**

**2023 State Accountability Ratings have not been released.**

**2023 Special Education Determination Status**

**Meets Requirement (DL1)**

# ACCREDITATIONS AND RATINGS - ADDITIONAL INFORMATION



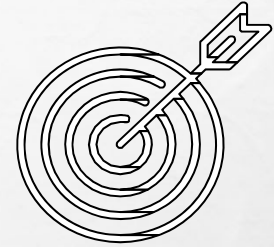
## Special Education Determination Status

Each Texas school district is assigned one of four special education determination levels:

- Needs Substantial Intervention
- Needs Intervention
- Needs Assistance,
- Meets Requirements,

La Joya ISD determination level status: **Meets Requirements (DL1)**. Our current rating marks an advancement from the previous assessment categorized as "**Needs Assistance**".

This label is based on an evaluation of each district's Results Driven Accountability indicators in the special education program area and four Federally Required Elements.



# **TAPR:** **Texas Academic Performance Report**

# TAPR: TEXAS ACADEMIC PERFORMANCE REPORT



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 the [district as a whole](#). 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](#)

# TAPR: DISTRICT 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.

[La Joya ISD District TAPR](#)



# TAPR: DISTRICT STAAR PERFORMANCE



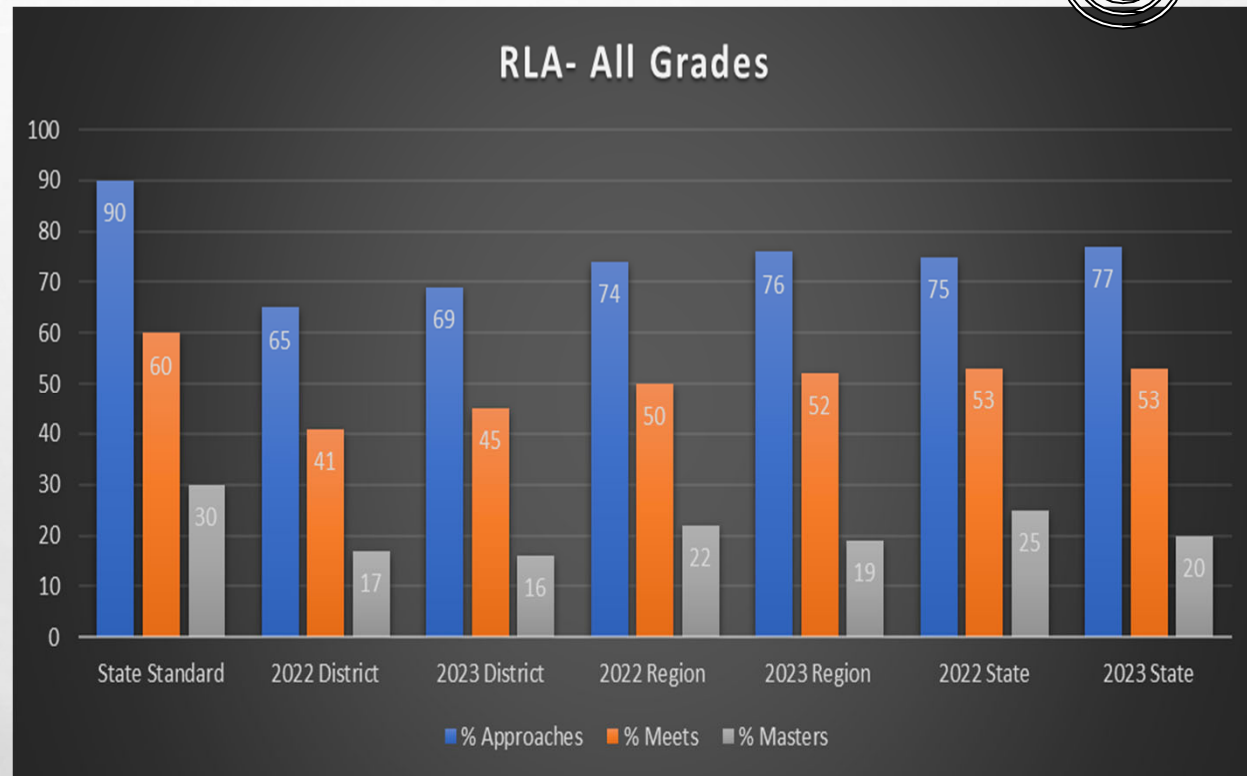
Performance Level Descriptors provide a snapshot of students' academic characteristics based on performance on a given STAAR assessment:

- **Masters Grade Level:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- **Meets Grade Level:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. **On-Grade Level Performance**
- **Approaches Grade Level:** Performance in this category indicates that students are likely to succeed in the next grade or course **with targeted academic intervention**. Students generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **Did Not Meet Grade Level:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students do not demonstrate a sufficient understanding of the assessed knowledge and skills.

# TAPR: STAAR PERFORMANCE RLA



The district's performance in Reading Language Arts has improved by 4% at the approaches and meets levels from 2022 to 2023, yet it remains slightly below regional and state standards, indicating progress in student attainment of expected skills but still lagging.



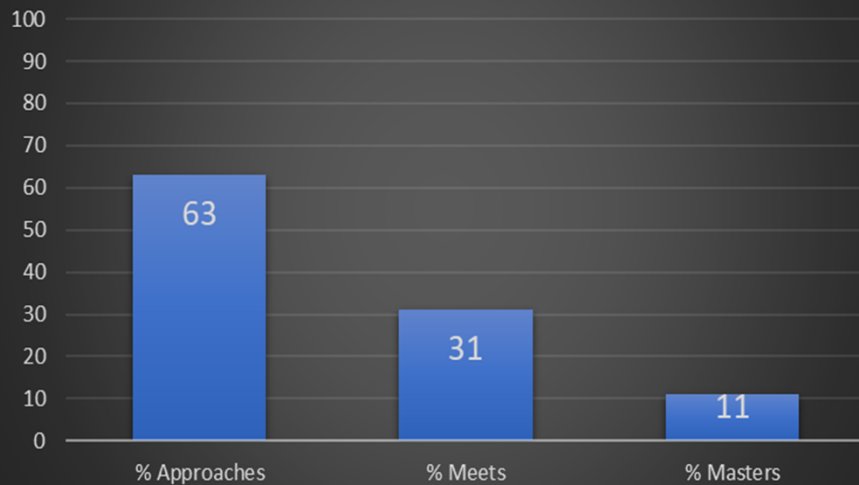
# STAAR RLA TREND PERFORMANCE DATA



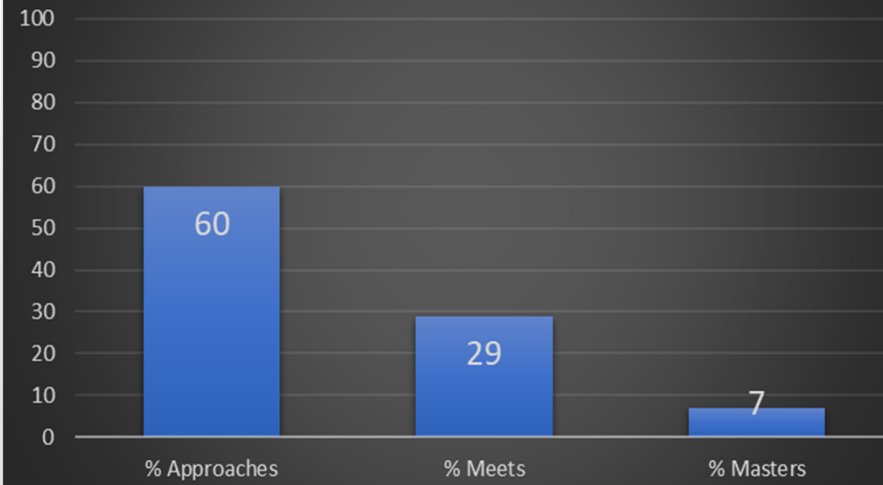
- **2022 STAAR Grade 5 RLA-Spanish**
- **Students Matched – 662**

- **2023 STAAR Grade 6 RLA-English**
- **Students Matched-662**

### 2022 5th Gr. RLA Spanish



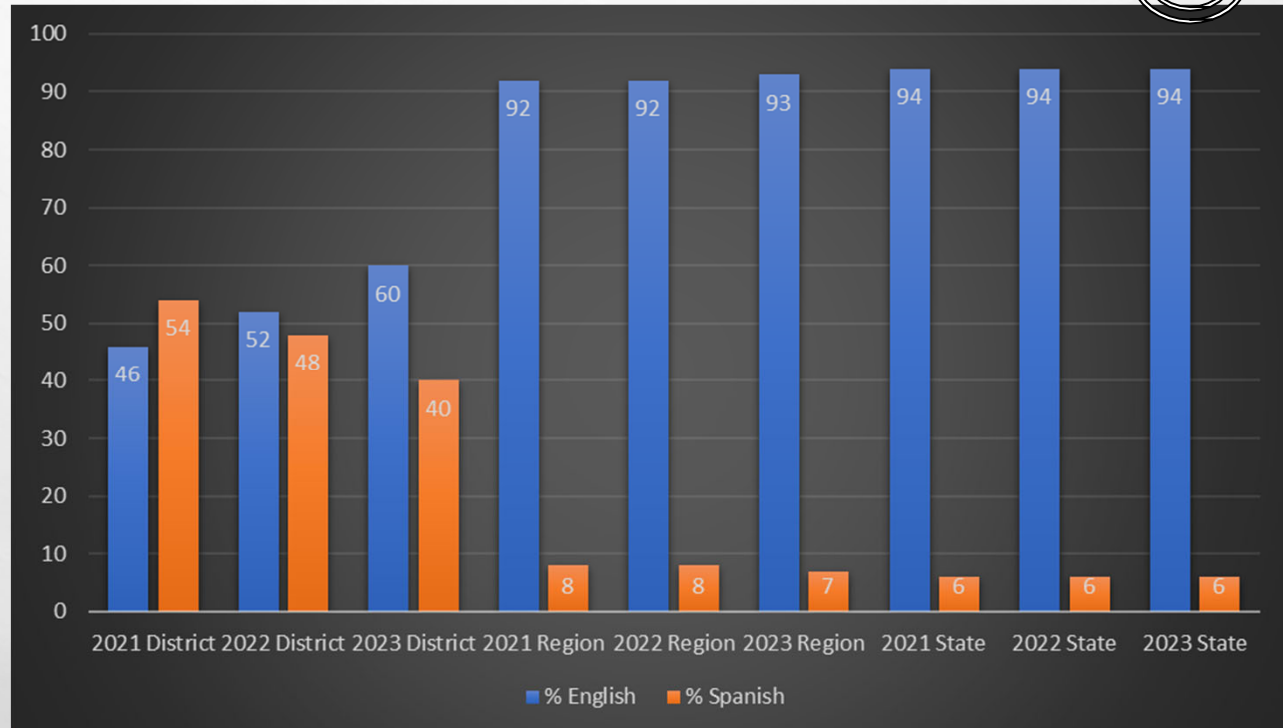
### 2023 6th Gr. RLA English



## STAAR GRADES 3-5 L1 VS L2 PARTICIPATION



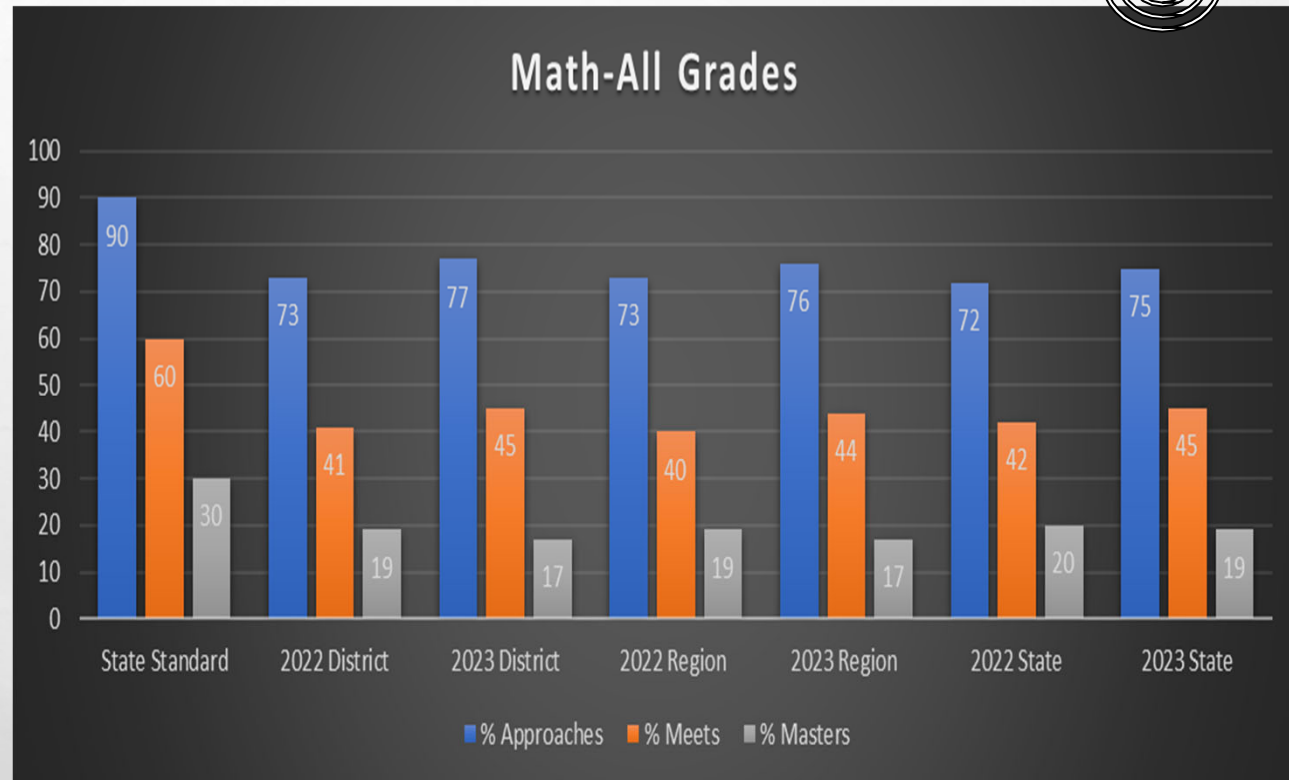
In our district, significant progress has been achieved in enhancing our students' acquisition of a second language. Nevertheless, when measured against both regional and state standards, it's evident that there's still ample ground to cover in ensuring our students make a smoother transition to full English instruction within a more reasonable timeframe.



# TAPR: STAAR PERFORMANCE MATH



Overall, there has been an improvement in the district's performance in Math from 2022 to 2023. There has been a 4% increase in performance at the approaches and meets levels. While these increases were minor, it's important to highlight that the district remains highly competitive with performance compared to both the region and state.

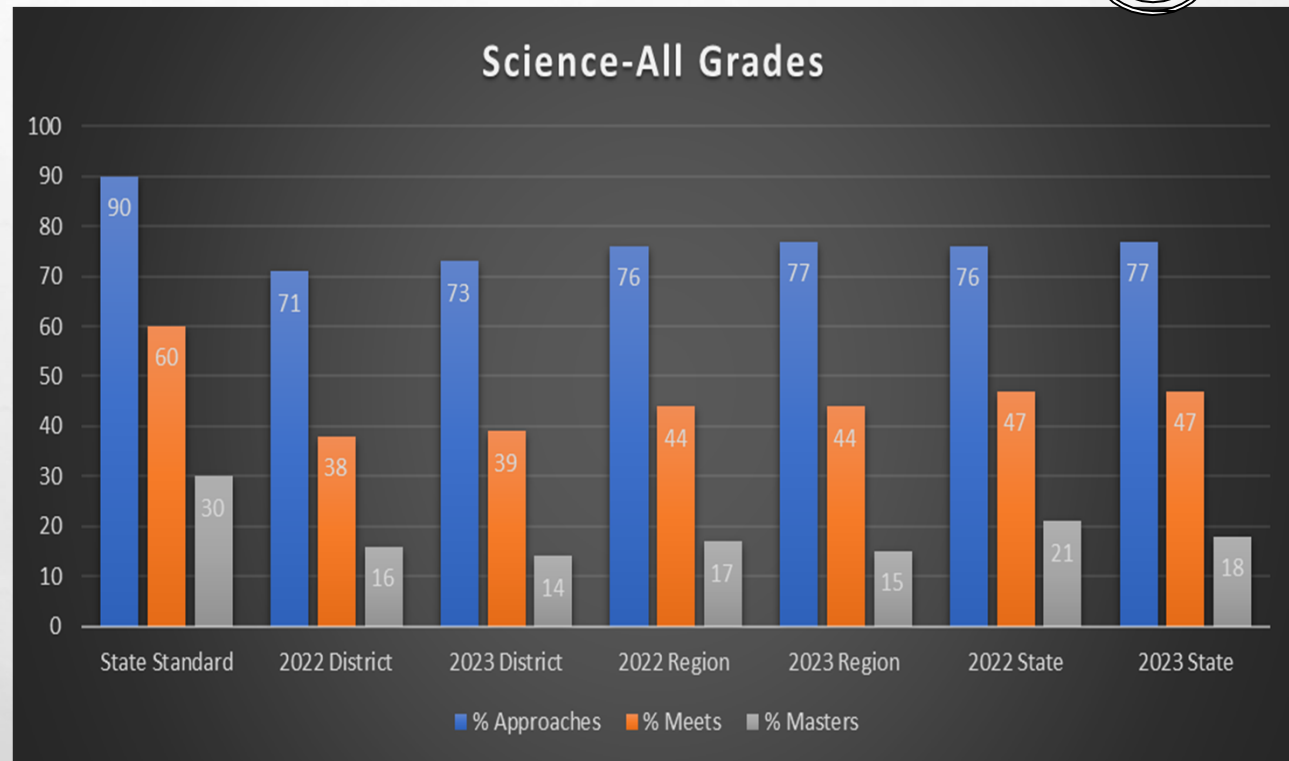




# TAPR: STAAR PERFORMANCE SCIENCE



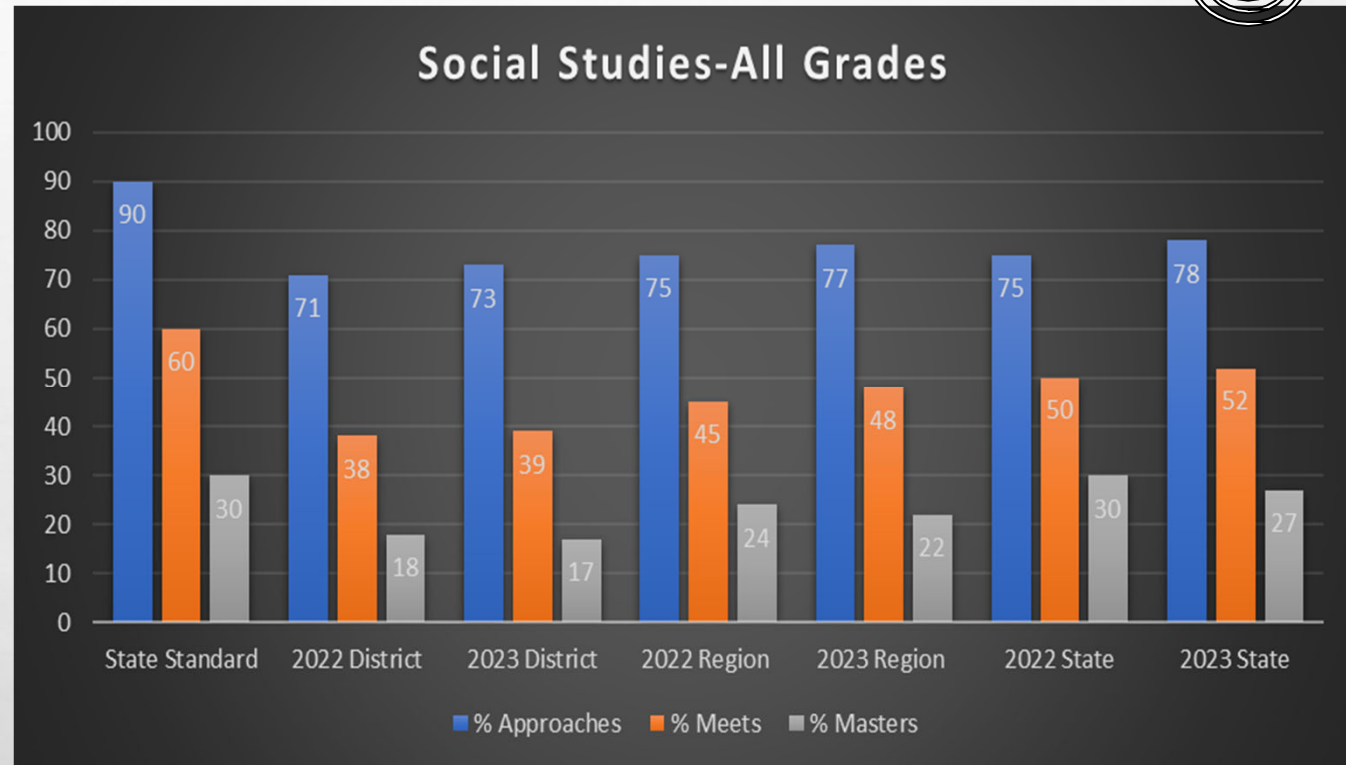
The district's performance in Science has improved from 2022 to 2023, with a 2% increase in performance at the approaches level and a 1% increase at the meets level. It's important to acknowledge that the district remains slightly below in all performance levels as compared to both the region and state performance.



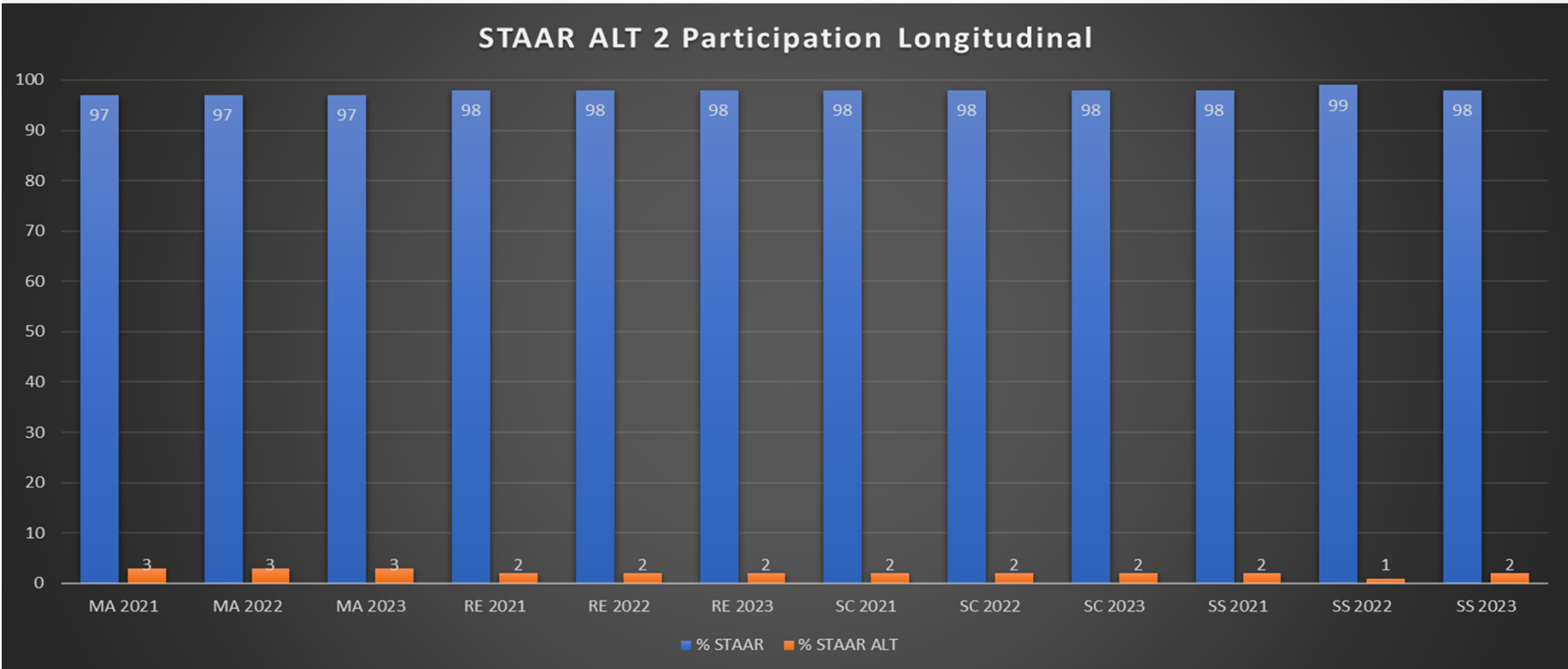
# TAPR: STAAR PERFORMANCE SOCIAL STUDIES



The district's performance in Social Studies has improved from 2022 to 2023, with a 2% increase in performance at the approaches level and a 1% increase at the meets level. It's important to acknowledge that the district remains slightly below in all performance levels as compared to both the region and state performance.



# STAAR ALT 2 % PARTICIPATION LONGITUDINAL

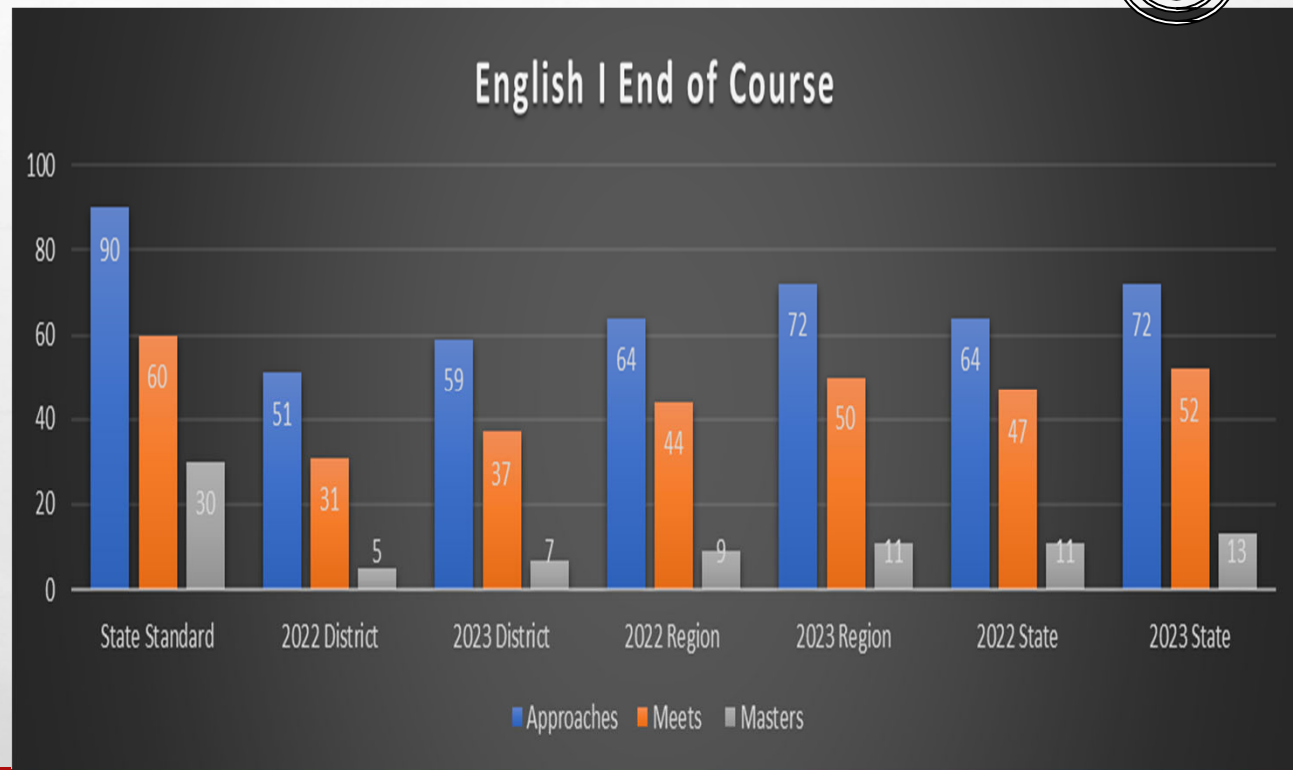


# TAPR: STAAR PERFORMANCE END OF COURSE



## Key Points:

- Performance increased as a district from 2022- to 2023
- Continuing to trail behind both the region and the state.

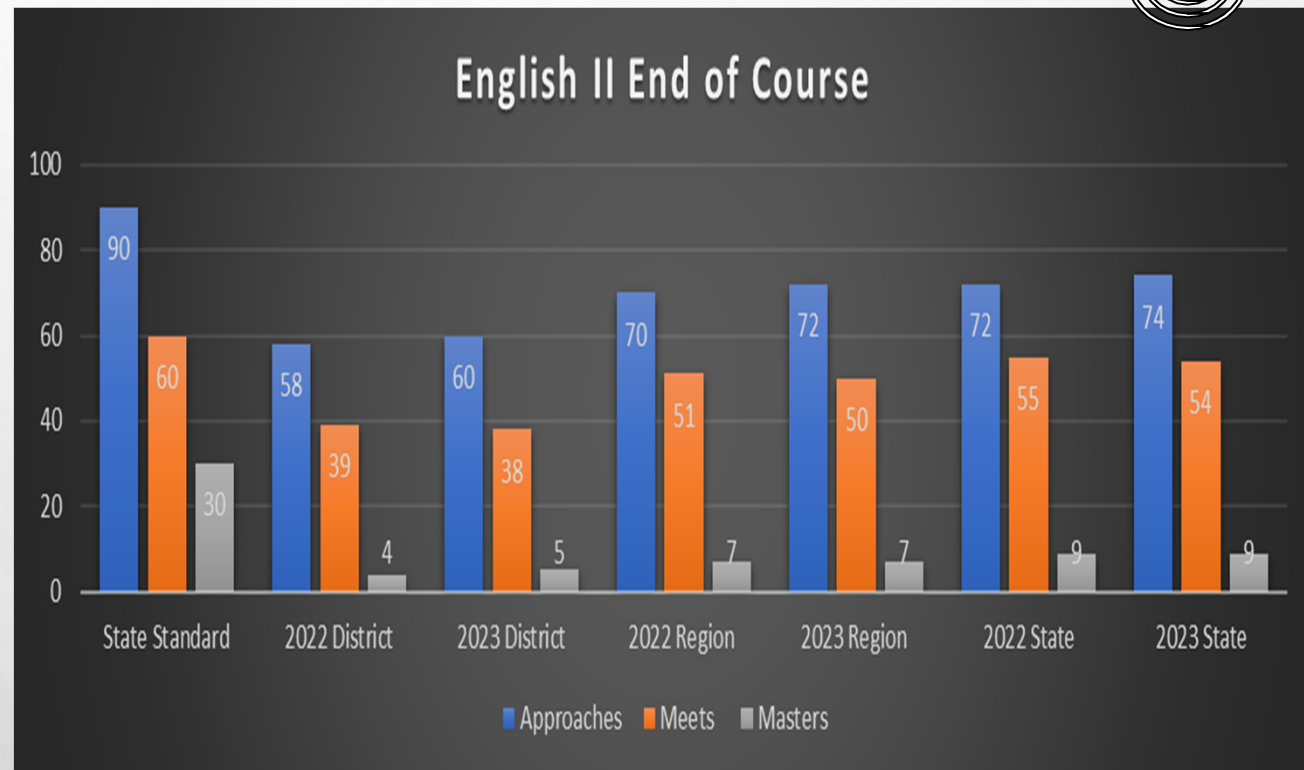


# TAPR: STAAR PERFORMANCE END OF COURSE



## Key Points:

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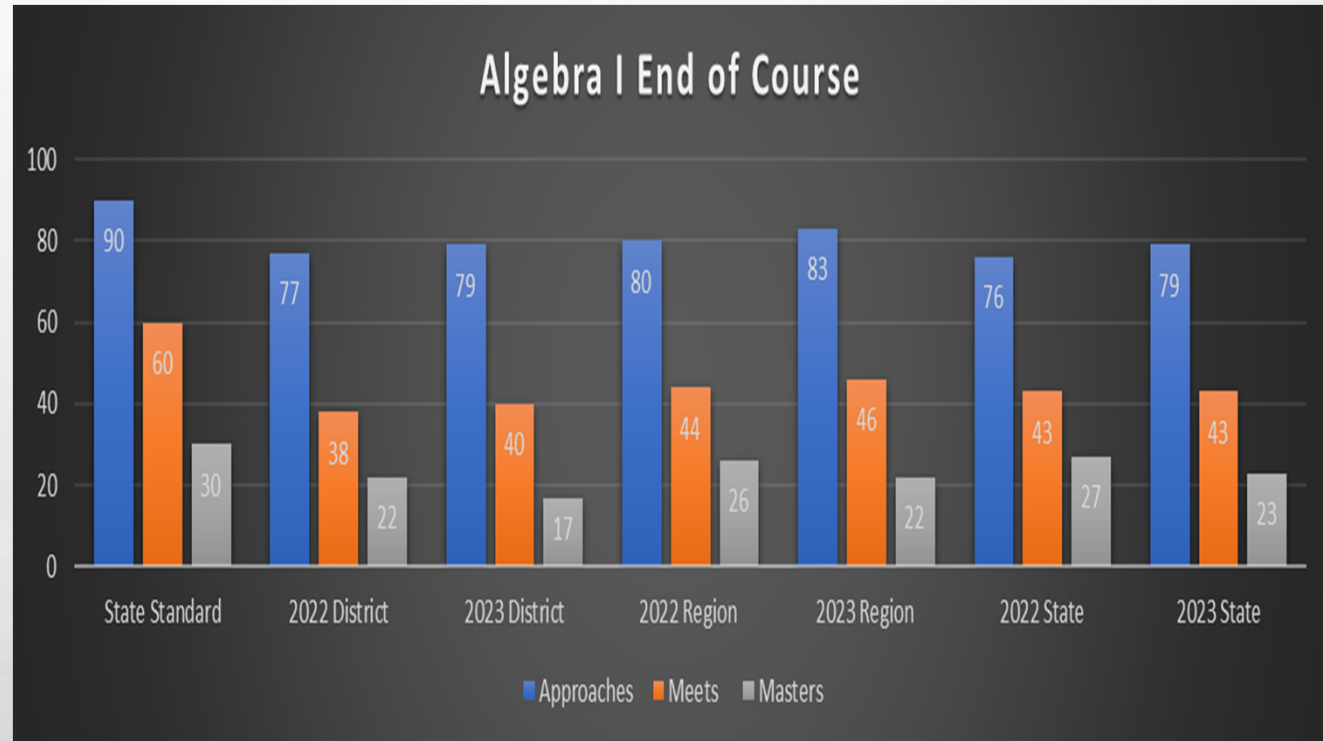


# TAPR: STAAR PERFORMANCE END OF COURSE



## Key Points:

- Performance increased as a district from 2022- to 2023
- Persisting in trailing behind the region while closing the gap with the state.

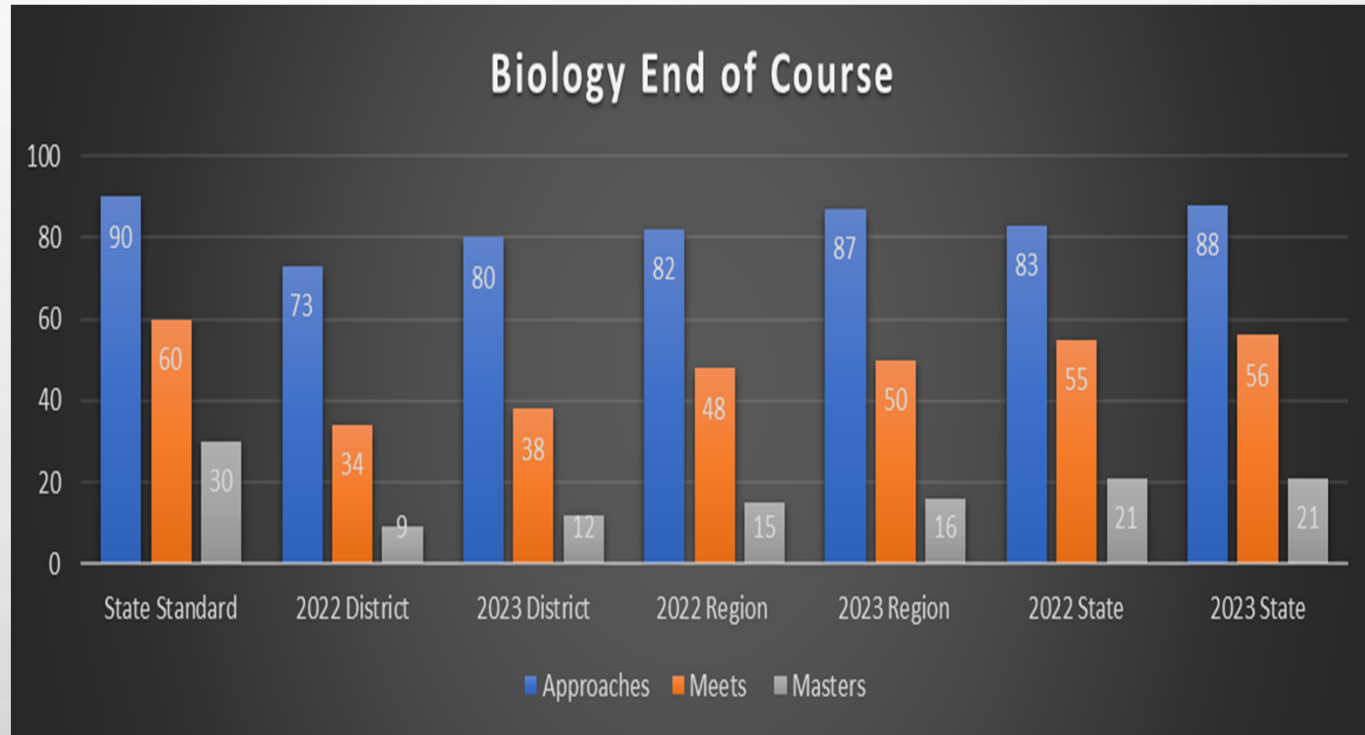


# TAPR: STAAR PERFORMANCE END OF COURSE



## Key Points:

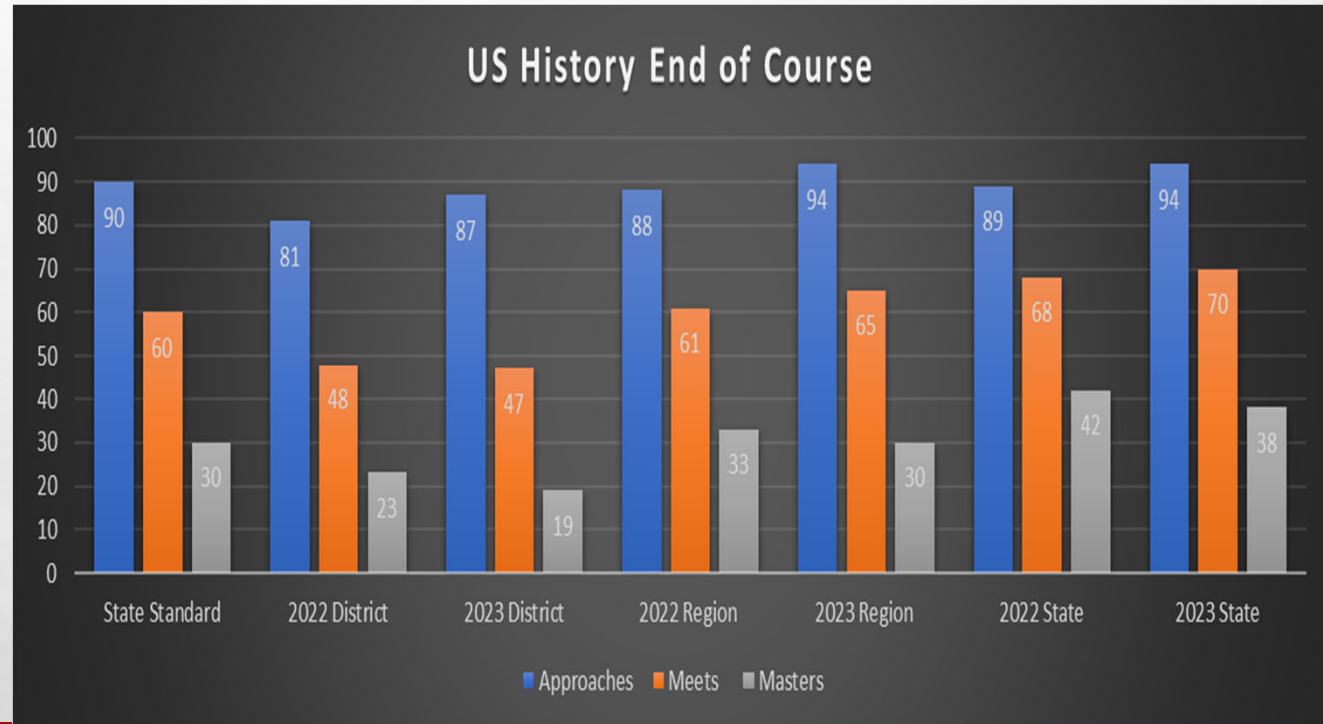
- Performance improved as a district from 2022- to 2023
- Maintaining consistency at the approaches grade level but facing challenges in keeping up with the meets and masters performance.



# TAPR: STAAR PERFORMANCE END OF COURSE



- Although there was notable increases from 2022 to 2023 at the district level, we are currently encountering challenges in keeping the pace across all three performance levels.



## TAPR: HOUSE BILL 3 GOALS



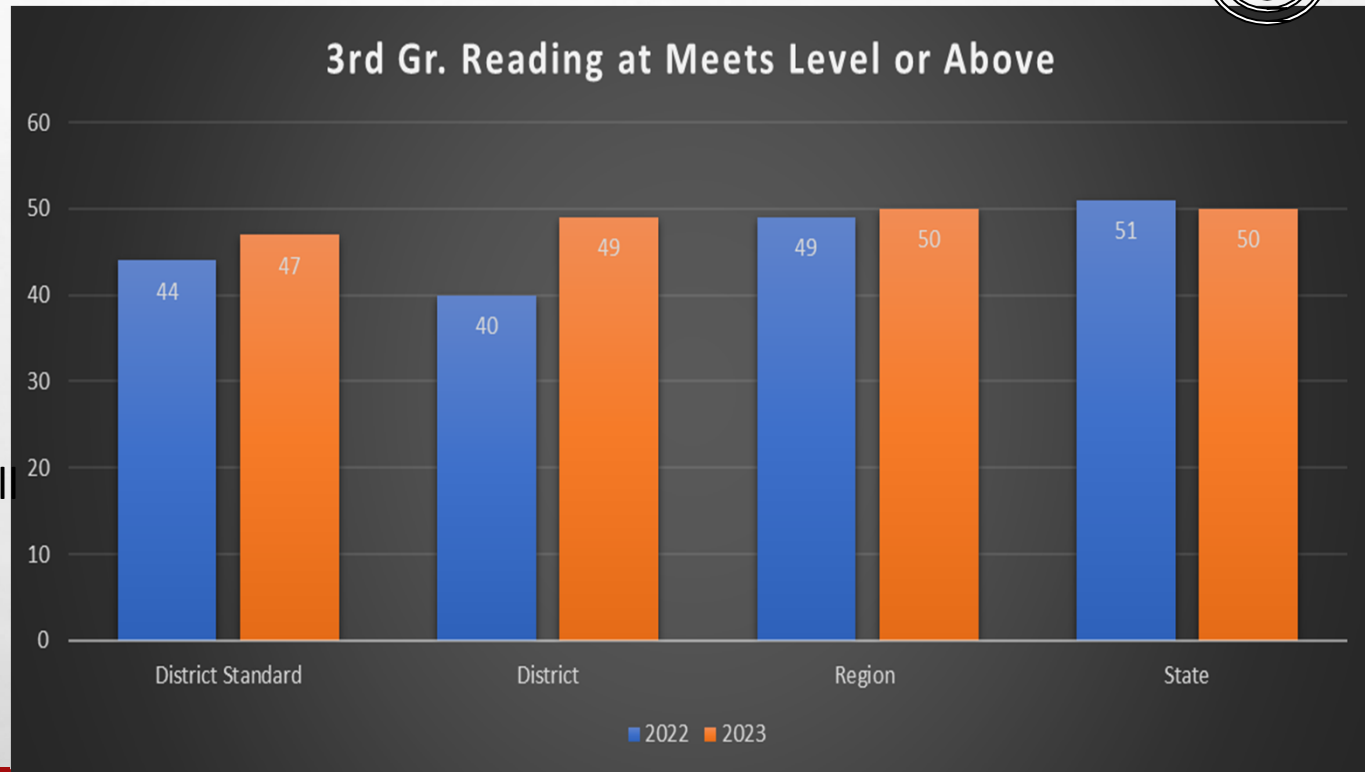
House Bill 3 is designed to enhance STAAR Performance and College, Career, and Military Readiness (CCMR) Performance by providing increased funding and resources for public education in Texas. It focuses on improving student outcomes in standardized testing and preparing students for success beyond graduation, including workforce readiness and college readiness. La Joya ISD can benefit from HB 3's provisions aimed at boosting STAAR and CCMR performance, ensuring students are better equipped for their future endeavors.

# TAPR: HOUSE BILL 3 GOALS: READING



HB3 Literacy Board  
Adopted Goal: 47% at  
Meets Grade Level or  
Above

Although our district  
surpassed our board  
adopted goal, we did fall  
below the region and  
state by 1 % point.



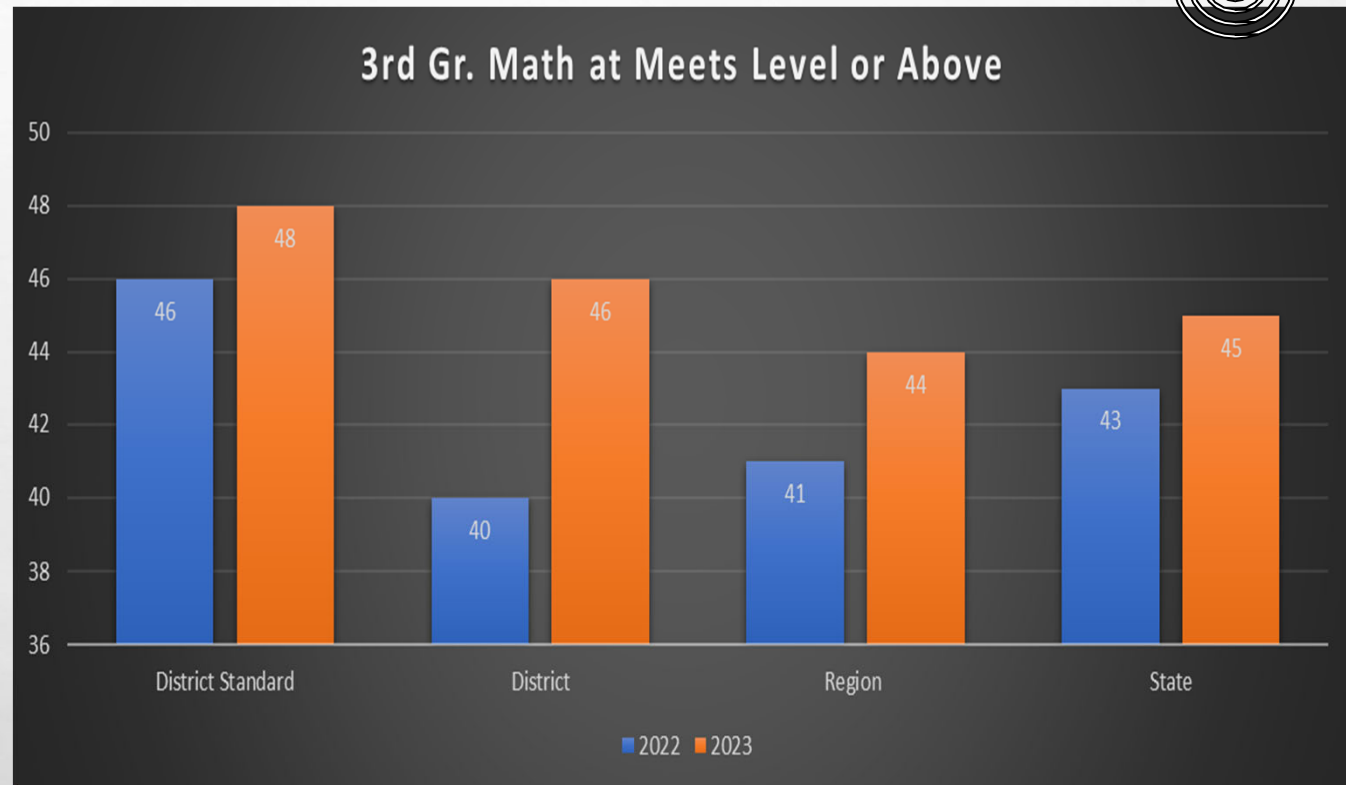


# TAPR: HOUSE BILL 3 GOALS: MATH



HB3 Math Board  
Adopted Goal: 48%  
at Meets Grade  
Level or Above.

Although our district  
outperformed the  
region and the state,  
we did not meet our  
board adopted goal  
by 2% pt.

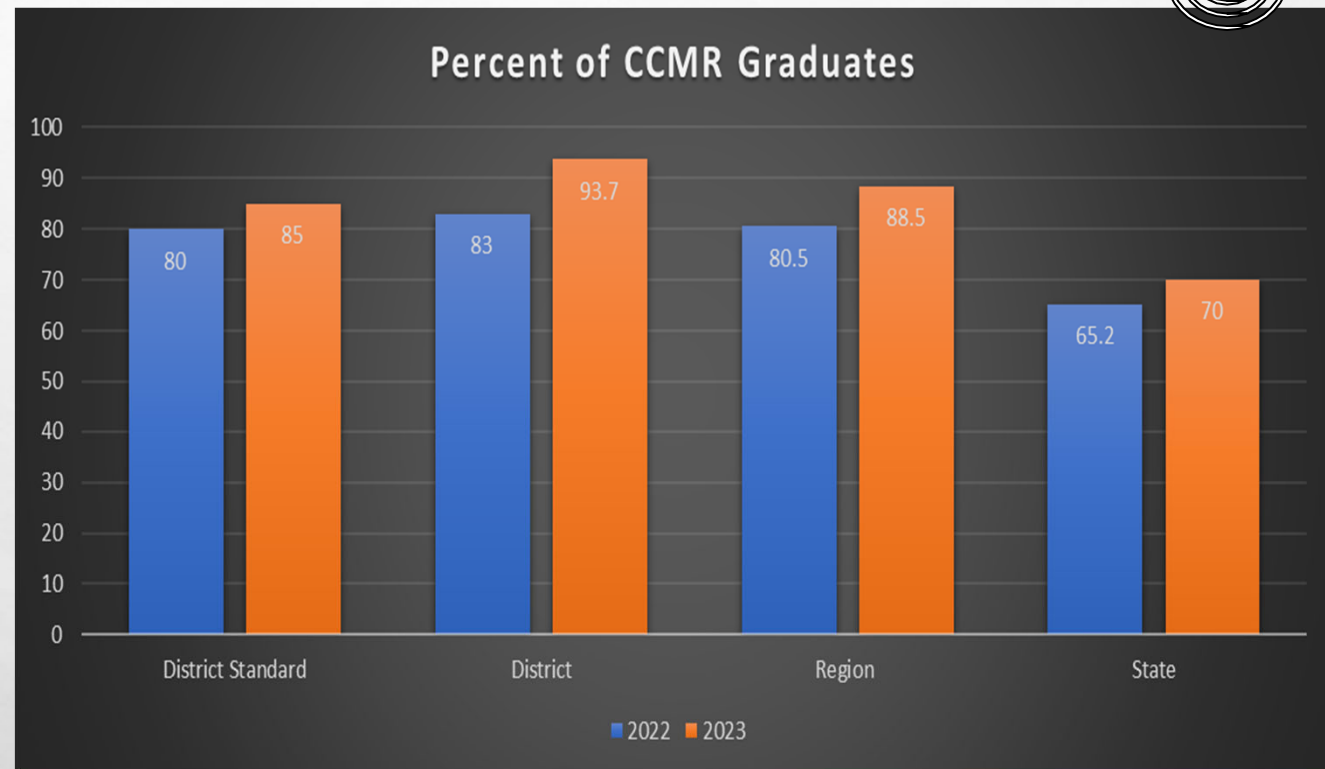


# TAPR: HOUSE BILL 3 GOALS: CCMR



HB3 CCMR Board  
Adopted Goal: 85%  
of graduates will  
graduate CCMR  
complete

Our district  
surpassed our board  
adopted goal and  
outperformed the  
region and the state.



# COLLEGE, CAREER, AND MILITARY READINESS (CCMR)



Annual graduates that demonstrated college, career, or military readiness during the 2021 – 2022 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:

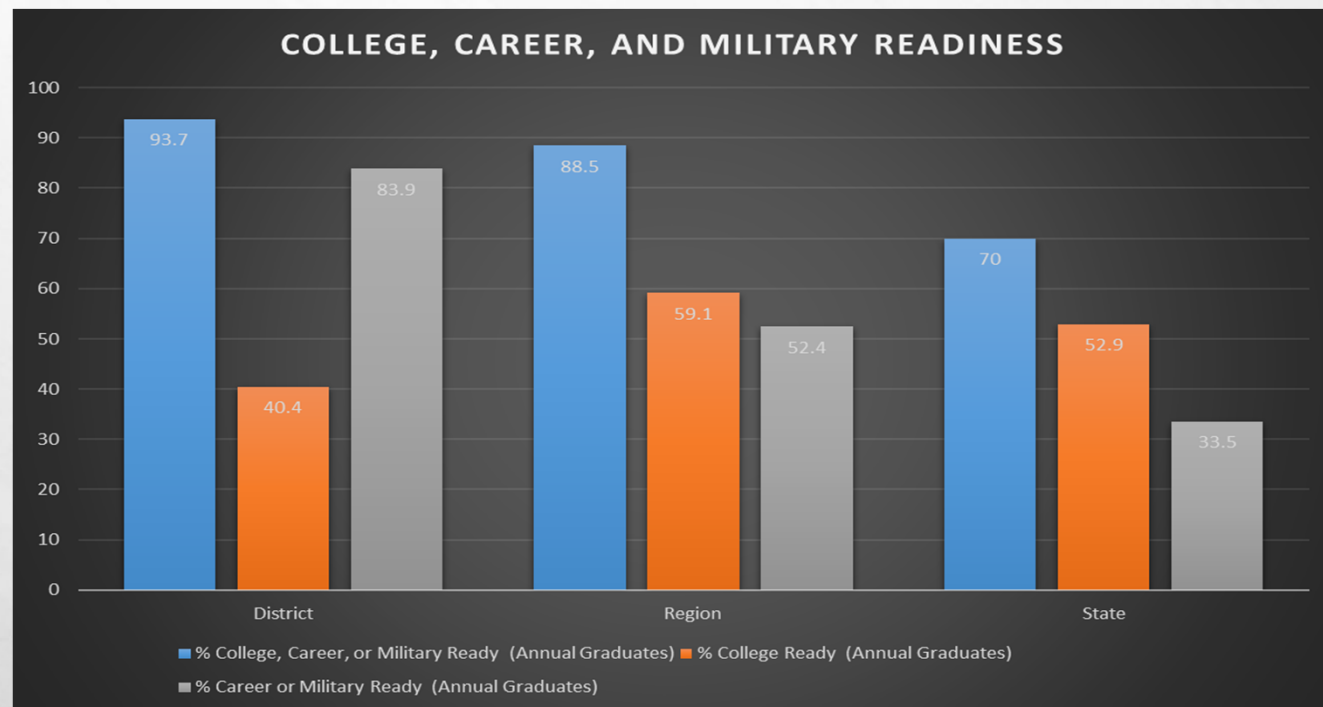
- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness
- Graduates under an Advanced Degree Plan and Identified as a current Special Education Student
- Graduate with Level I or Level II Certificate
- Enlist in the Armed Forces

# TAPR: COLLEGE, CAREER, AND MILITARY READINESS



La Joya ISD excels in CCMR and Career & Military Readiness, surpassing both regional and state standards.

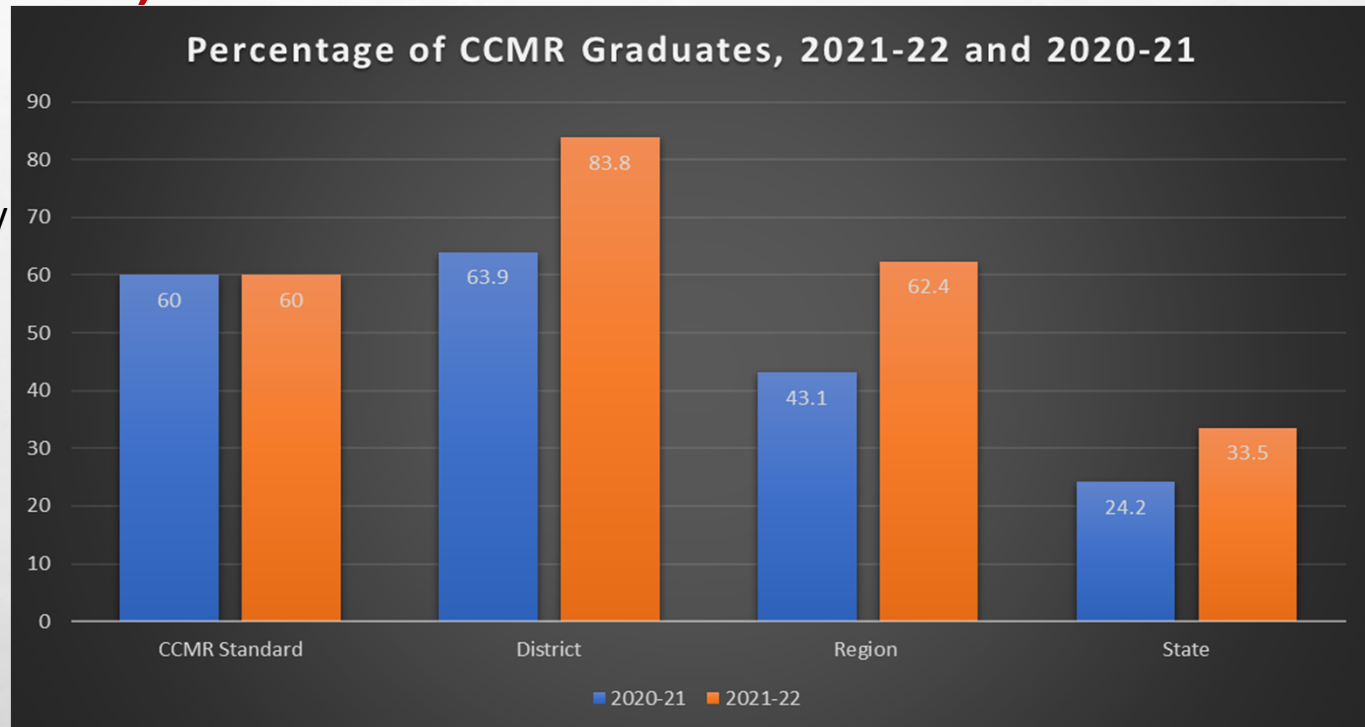
However, there is room for improvement in the area of College Readiness.



# TAPR: COLLEGE, CAREER AND MILITARY READINESS (CCMR)



LJISD graduates met indicators like college enrollment, workforce certifications, and military enlistment, showing readiness for post-high school success that surpasses both regional and statewide standards in achieving CCMR for its annual graduates.

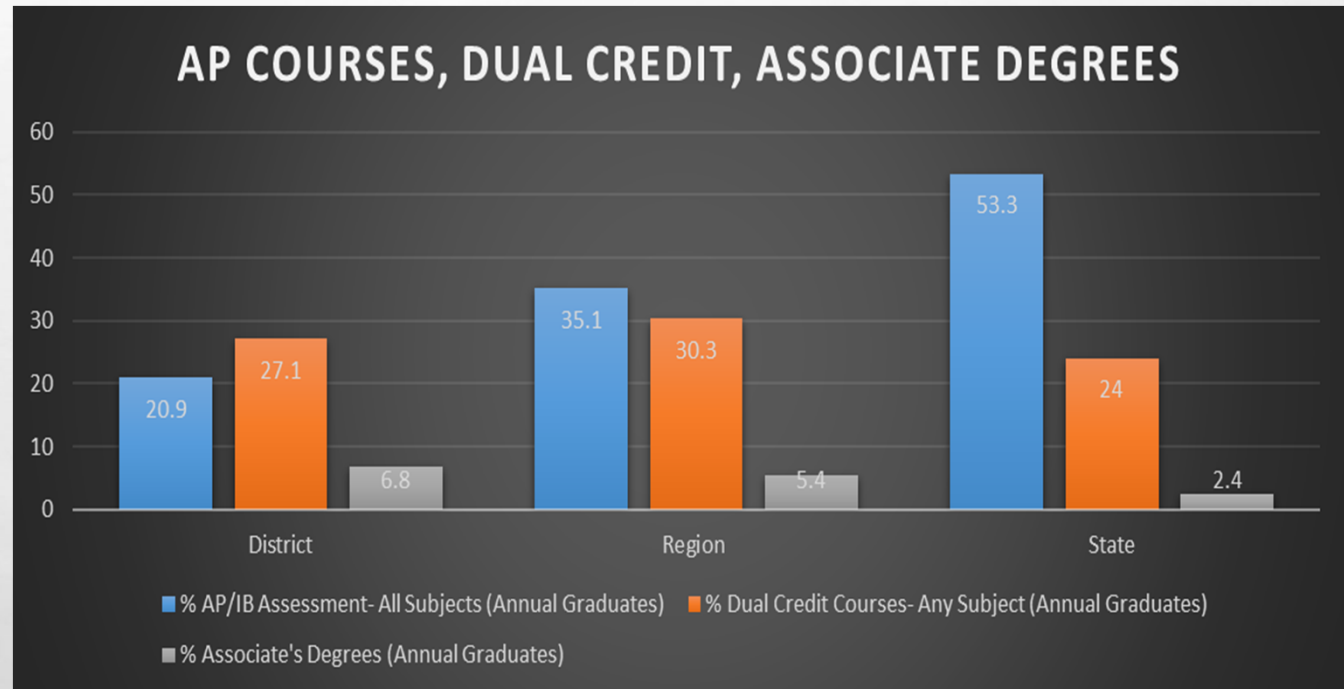




# TAPR: COLLEGE READINESS



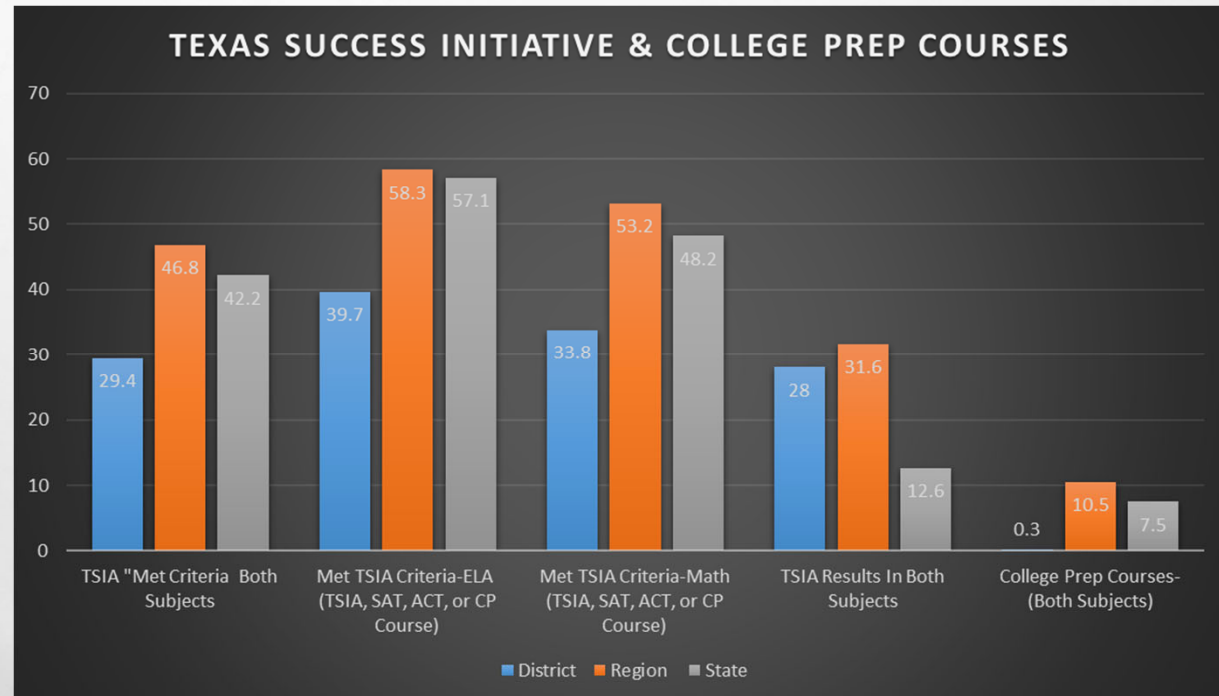
La Joya ISD is currently surpassing the state in the percentage of graduates completing dual credit courses, but the district is facing challenges in the percentage of annual graduates achieving performance on AP/IB Assessments.



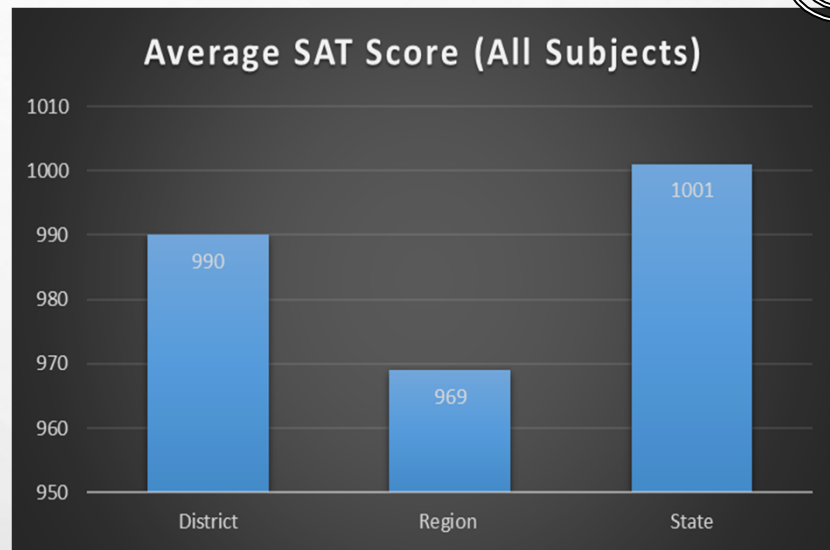
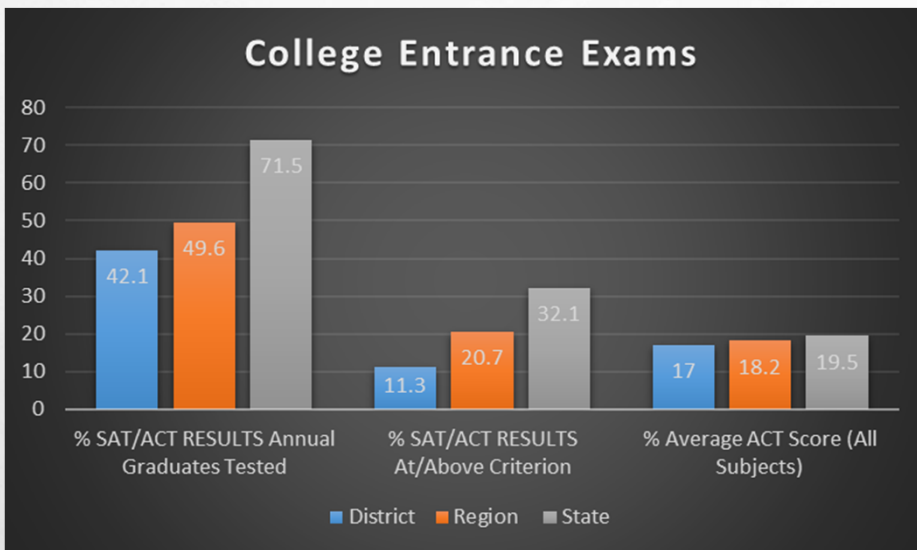
# TAPR: TEXAS SUCCESS INITIATIVE & COLLEGE PREP COURSES



Regarding the Texas Success Initiative, La Joya ISD is currently behind the region and state in all indicators as reported in the TAPR Report.



# TAPR: COLLEGE ENTRANCE EXAMS



The Participation and performance of annual graduates on the College Board's SAT and ACT, Inc.'s ACT assessment is lower than the region and state.

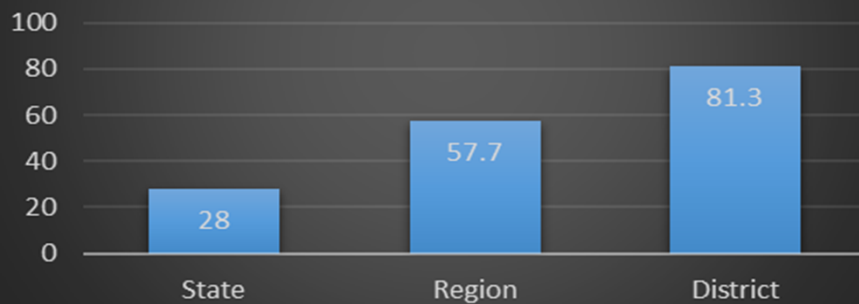
The average ACT composite score is lower than the region and state (maximum composite score is 36)

The average score for the SAT evidence-based reading and writing and mathematics combined is 990 (maximum score is 1600), which is higher than the region but lower than the state.

# TAPR: CAREER TECHNICAL EDUCATION

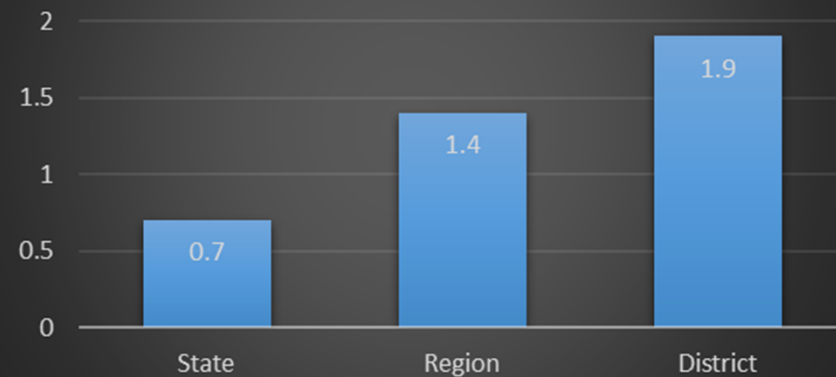


## Graduates with Approved Industry Based Certifications



The percentage of annual graduates who earned an approved industry-based certification is higher than the region and state.

## Graduates with Level I or Level II Certificate



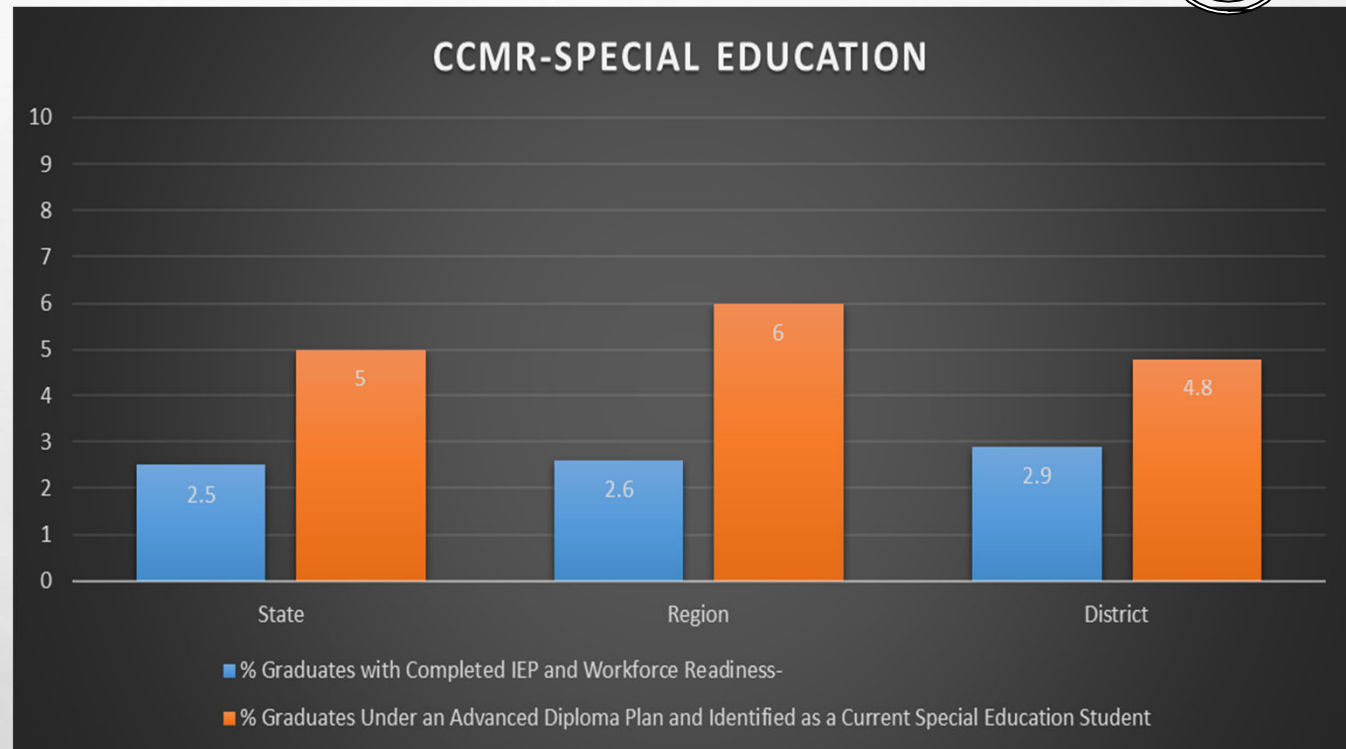
The percentage of annual graduates who earned a level I or level II certificate is higher than the region and the state.

# TAPR: CCMR-SPECIAL EDUCATION



The percentage of annual graduates with completed IEP and Workforce Readiness (received a graduation type code of 04, 05, 54, or 55) is higher than the region and state.

The percentage of annual graduates under an advanced diploma plan and identified as a current special education student is lower than the region and state.

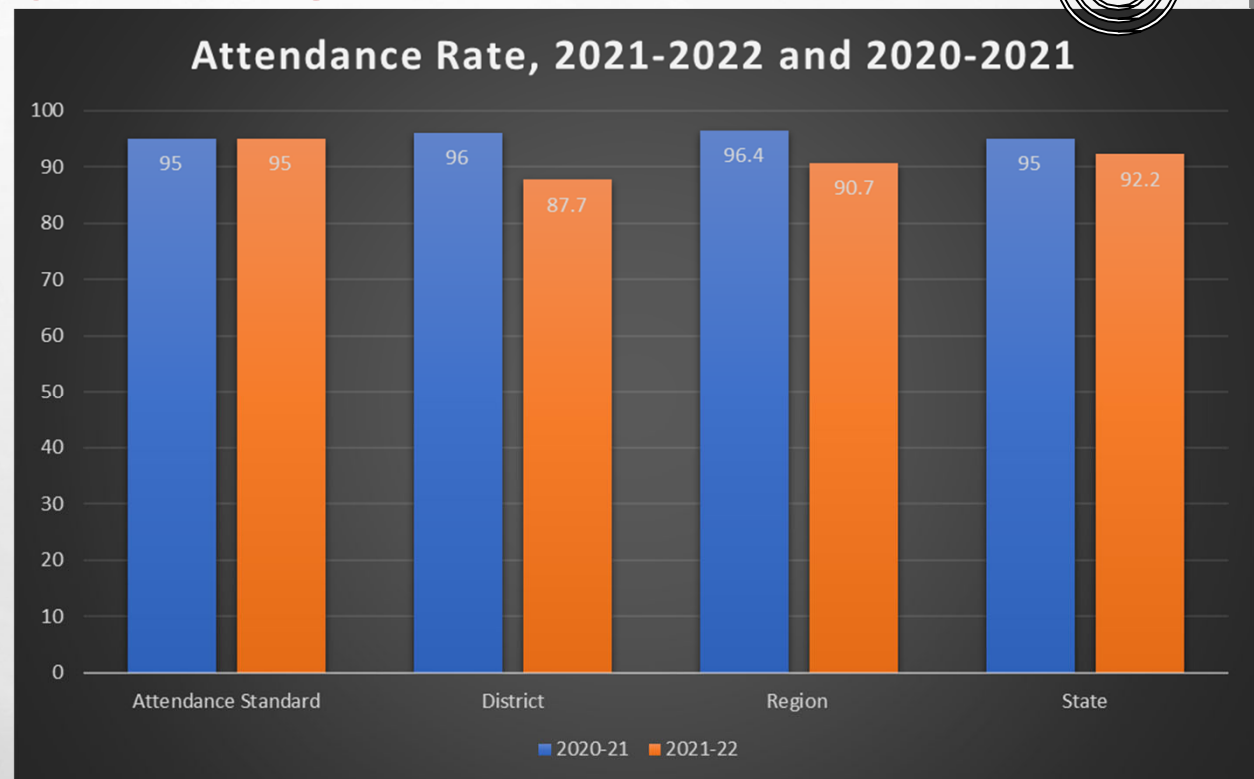




# TAPR: ATTENDANCE RATES



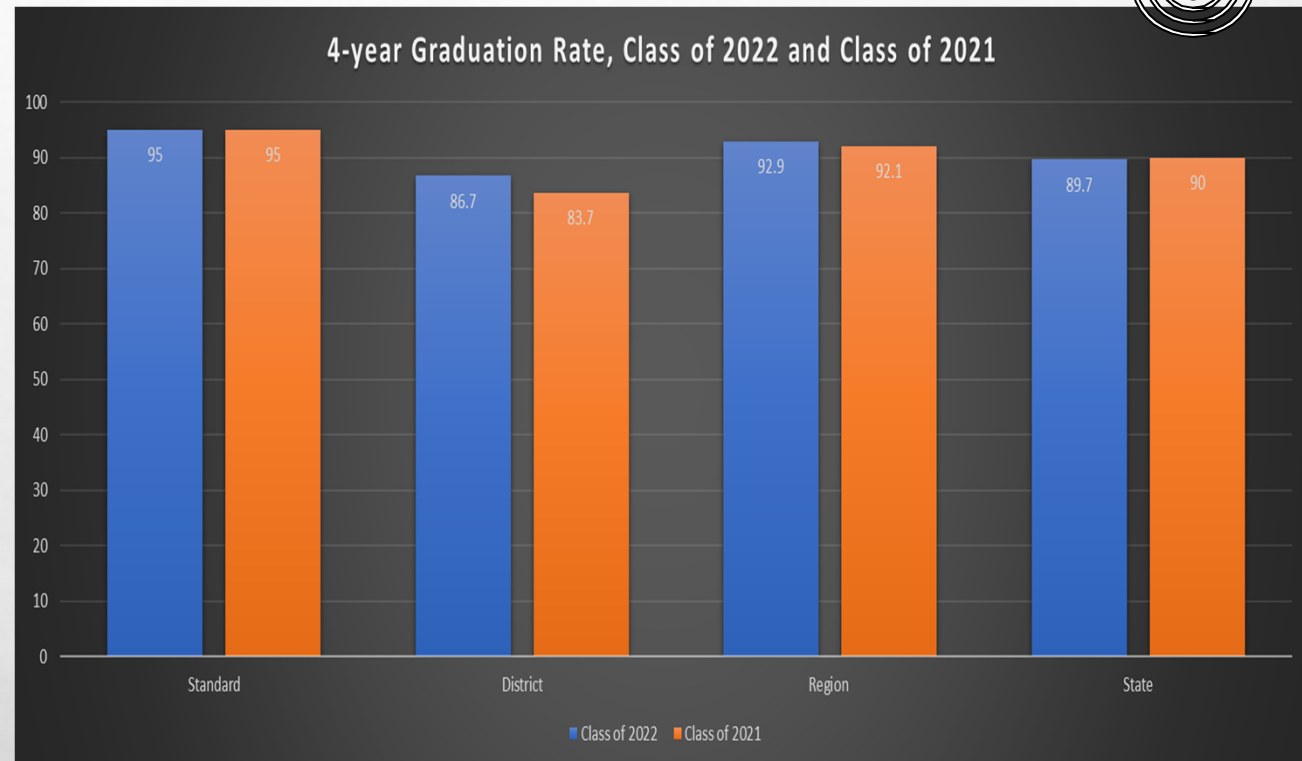
Currently, our district's attendance rate falls behind both the region and state averages. It's essential to recognize the noticeable contrast between the attendance rates of 2021 and 2022. The variance can be attributed to changes in attendance procedures necessitated by the COVID-19 pandemic between the two years.



## TAPR: 4-YEAR STATE LONGITUDINAL GRADUATION RATES



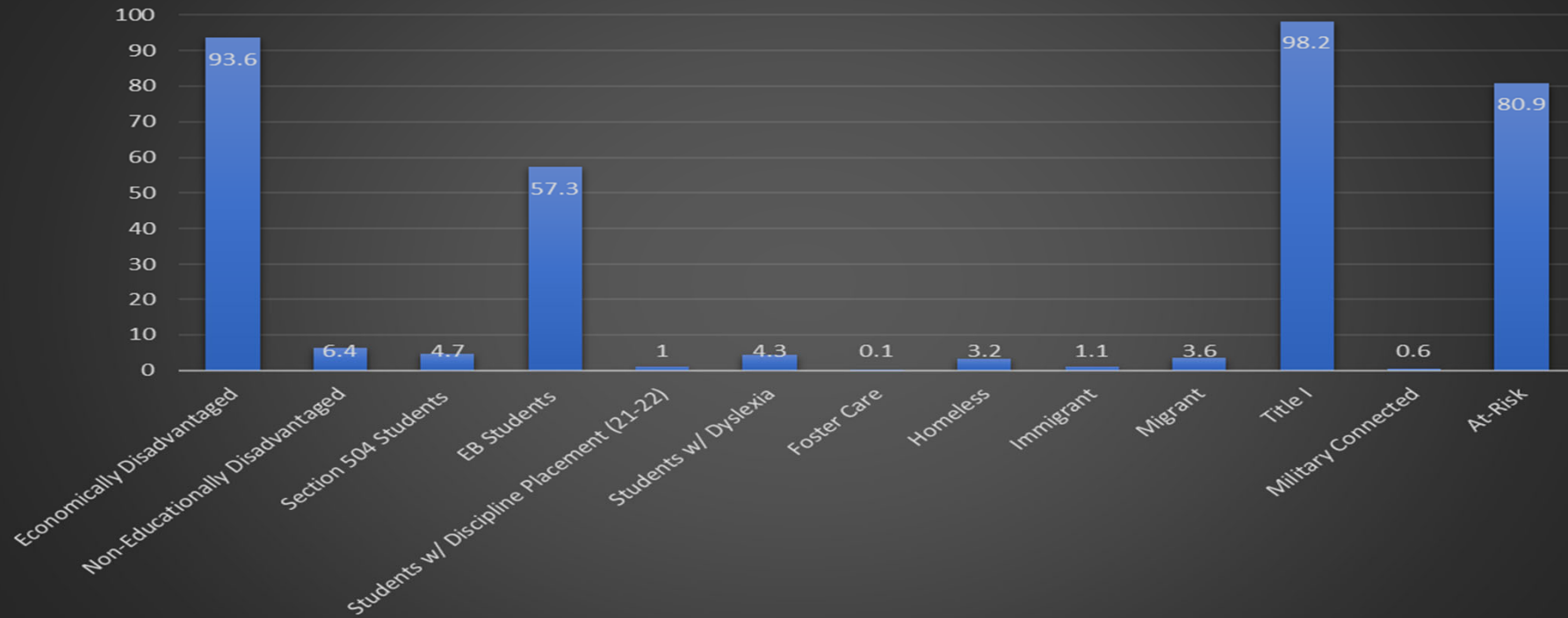
The graduation rates for the La Joya ISD class of 2022 persistently fall behind both the regional and statewide rates.



# TAPR: LA JOYA ISD STUDENT DEMOGRAPHIC PROFILE



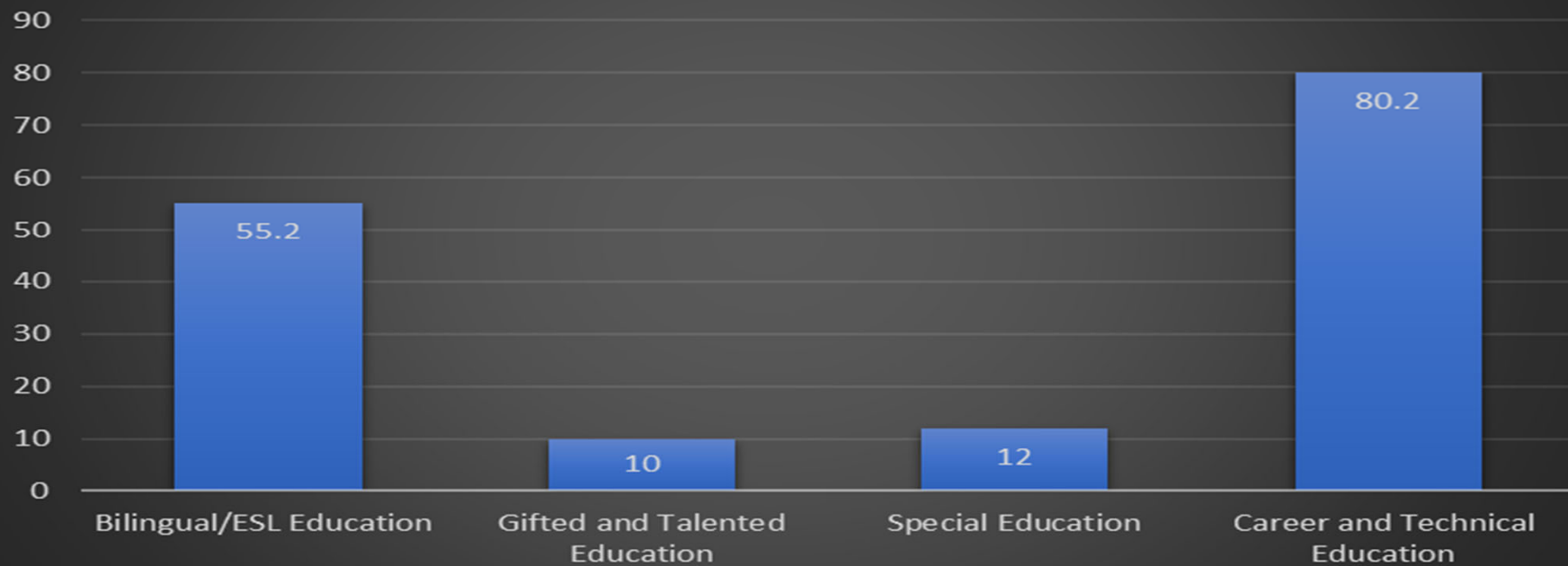
## STUDENT DEMOGRAPHIC DATA



## TAPR: LA JOYA ISD STUDENT ENROLLMENT BY PROGRAM



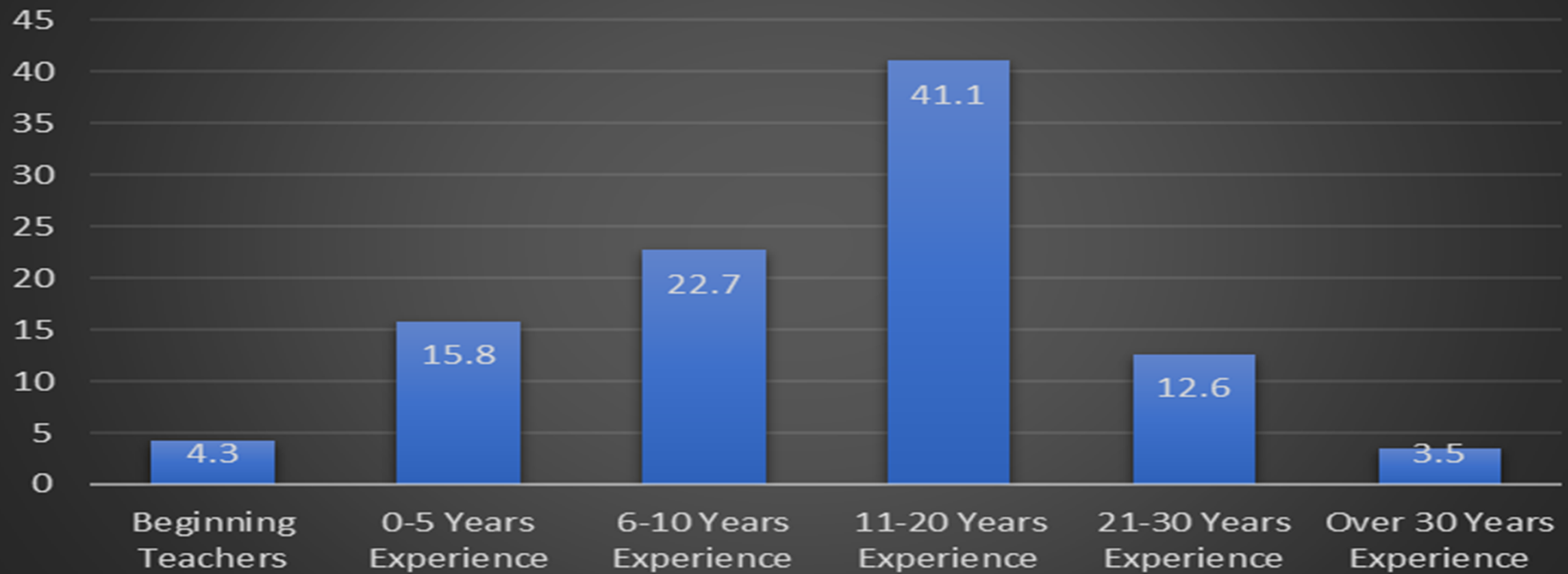
### STUDENT ENROLLMENT BY PROGRAM



# TAPR: TEACHER, YEARS OF EXPERIENCE



## TEACHER, YEARS OF EXPERIENCE







# PEIMS FINANCIAL REPORT

# PEIMS FINANCIAL REPORT



The Public Education Information Management Systems (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.

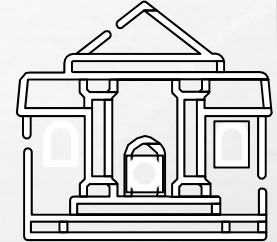
[2021-2022 Actual Financial Data](#)

# PEIMS FINANCIAL REPORT: DISBURSEMENTS



## La Joya ISD Total Monetary Disbursements

|                                 | DISTRICT           |                |                 |                    |                |                 | STATE                 |                |                 |
|---------------------------------|--------------------|----------------|-----------------|--------------------|----------------|-----------------|-----------------------|----------------|-----------------|
|                                 | General Fund       | %              | Per Student     | All Funds          | %              | Per Student     | All Funds             | %              | Per Student     |
| Operating Expenditures          | 285,894,922        | 93.55%         | \$11,900        | 382,172,869        | 89.60%         | \$15,908        | 64,517,811,062        | 71.92%         | \$11,943        |
| Recapture                       | -                  | -              | -               | -                  | -              | -               | 3,002,039,317         | 3.35%          | \$556           |
| Total Other Uses                | 6,171,287          | 2.02%          | \$257           | 6,171,287          | 1.45%          | \$257           | 1,174,039,601         | 1.31%          | \$217           |
| Intergovernmental Charge        | 617,302            | .20%           | \$26            | 617,302            | .14%           | \$26            | 681,506,755           | .76%           | \$126           |
| Capital Outlay (Obj. 6100-6499) | -                  | -              | -               | -                  | -              | -               | 46,451,211            | .05%           | \$9             |
| Debt Service (Obj. 6500)        | 5,239,329          | 1.71%          | \$218           | 26,727,588         | 6.27%          | \$1,113         | 9,844,903,533         | 10.97%         | \$1,822         |
| Capital Projects (Obj. 6600)    | 7,681,671          | 2.51%          | \$320           | 10,830,391         | 2.54%          | \$451           | 10,445,000,110        | 11.64%         | \$1,934         |
| <b>Total Disbursements</b>      | <b>305,604,511</b> | <b>100.00%</b> | <b>\$12,721</b> | <b>426,519,437</b> | <b>100.00%</b> | <b>\$17,754</b> | <b>89,711,751,589</b> | <b>100.00%</b> | <b>\$16,607</b> |



# Campus Performance Objectives

# **CAMPUS PERFORMANCE OBJECTIVES**

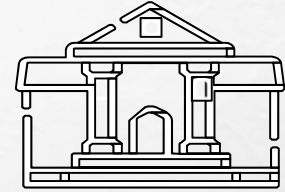


**The TEA requires that each campus identify board approved campus performance objectives as part of the campus improvement plan. Districts must monitor and publicly report each campus' progress toward meeting identified objectives.**

**La Joya ISD utilizes the Goals and Performance Measures Activity to identify, evaluate, and report campus performance objectives throughout the district.**



# CAMPUS PERFORMANCE OBJECTIVES



**2023-2024 La Joya ISD Performance Objectives**

**2023-2024 La Joya ISD Elementary Performance Objectives**

**2023-2024 La Joya ISD Middle School Performance Objectives**

**2023-2024 La Joya ISD High School Performance Objectives**

# ELEMENTARY GOALS AND PERFORMANCE MEASURES



**Goal I:** The district will implement a rigorous curriculum and instructional program to close achievement gaps and to ensure that all students reach their academic potential.

| <b>ALL STUDENTS STAAR Targets: Approaches Level</b> |                      |          |            |             |                           |                           |                           |
|---|----------------------|----------|------------|-------------|---------------------------|---------------------------|---------------------------|
| State Assessment                                    | Performance Measures | Standard | State Data | Region Data | 2022 - 2023 District Data | 2023 - 2024 District Goal | 2027 - 2028 District Goal |
| STAAR Reading                                       | 3rd                  | 90%      | 76%        | 75%         | 73%                       | 80%                       | ≥90%                      |
| STAAR Reading                                       | 4th                  | 90%      | 77%        | 77%         | 75%                       | 85%                       | ≥90%                      |
| STAAR Reading                                       | 5th                  | 90%      | 81%        | 81%         | 77%                       | 85%                       | ≥90%                      |
| STAAR Reading                                       | 3rd – 5th            | 90%      |            |             | 74%                       | 83%                       | ≥90%                      |
| STAAR Math  | 3rd                  | 90%      | 73%        | 74%         | 74%                       | 83%                       | ≥90%                      |
| STAAR Math  | 4th                  | 90%      | 69%        | 71%         | 71%                       | 81%                       | ≥90%                      |
| STAAR Math  | 5th                  | 90%      | 80%        | 83%         | 81%                       | 85%                       | ≥90%                      |
| STAAR Math  | 3rd – 5th            | 90%      |            |             | 75%                       | 83%                       | ≥90%                      |
| STAAR Science                                       | 5th                  | 90%      | 65%        | 67%         | 63%                       | 75%                       | ≥90%                      |
| <b>ALL STUDENTS STAAR Targets: Meets Level</b>      |                      |          |            |             |                           |                           |                           |
| State Assessment                                    | Performance Measures | Standard | State Data | Region Data | 2022 - 2023 District Data | 2023 - 2024 District Goal | 2027 - 2028 District Goal |
| STAAR Reading                                       | 3rd (HB3)            | 60%      | 50%        | 50%         | 49%                       | 50%                       | ≥60%                      |
| STAAR Reading                                       | 4th                  | 60%      | 48%        | 48%         | 50%                       | 55%                       | ≥60%                      |
| STAAR Reading                                       | 5th                  | 60%      | 57%        | 57%         | 52%                       | 60%                       | ≥60%                      |
| STAAR Reading                                       | 3rd – 5th            | 60%      |            |             | 50%                       | 55%                       | ≥60%                      |
| STAAR Math  | 3rd (HB3)            | 60%      | 45%        | 44%         | 46%                       | 50%                       | ≥60%                      |
| STAAR Math  | 4th                  | 60%      | 46%        | 47%         | 49%                       | 58%                       | ≥60%                      |
| STAAR Math  | 5th                  | 60%      | 51%        | 54%         | 52%                       | 60%                       | ≥60%                      |
| STAAR Math  | 3rd – 5th            | 60%      |            |             | 48%                       | 55%                       | ≥60%                      |
| STAAR Science                                       | 5th                  | 60%      | 36         | 36          | 33%                       | 42%                       | ≥60%                      |
| <b>ALL STUDENTS STAAR Targets: Masters Level</b>    |                      |          |            |             |                           |                           |                           |
| State Assessment                                    | Performance Measures | Standard | State Data | Region Data | 2022 - 2023 District Data | 2023 - 2024 District Goal | 2027 - 2028 District Goal |
| STAAR Reading                                       | 3rd                  | 30%      | 20%        | 21%         | 24%                       | 30%                       | ≥30%                      |
| STAAR Reading                                       | 4th                  | 30%      | 21%        | 20%         | 24%                       | 30%                       | ≥30%                      |
| STAAR Reading                                       | 5th                  | 30%      | 28%        | 29%         | 25%                       | 30%                       | ≥30%                      |
| STAAR Reading                                       | 3rd – 5th            | 30%      |            |             | 24%                       | 30%                       | ≥30%                      |
| STAAR Math  | 3rd                  | 30%      | 19%        | 17%         | 19%                       | 26%                       | ≥30%                      |
| STAAR Math  | 4th                  | 30%      | 22%        | 22%         | 24%                       | 26%                       | ≥30%                      |
| STAAR Math  | 5th                  | 30%      | 21%        | 20%         | 19%                       | 26%                       | ≥30%                      |
| STAAR Math  | 3rd – 5th            | 30%      |            |             | 19%                       | 26%                       | ≥30%                      |
| STAAR Science                                       | 5th                  | 30%      | 16%        | 16%         | 14%                       | 25%                       | ≥30%                      |

# MIDDLE SCHOOL GOALS AND PERFORMANCE MEASURES



**Goal I:** The district will implement a rigorous curriculum and instruction program to close achievement gaps to ensure that all students reach their academic potential.

## ALL STUDENTS STAAR Targets: Approaches Level

| State Assessment     | Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Reading        | 6th                  | 90%      | 75%        | 73%         | 71%           | 84%              | ≥90%             |
| STAAR Reading        | 7th                  | 90%      | 77%        | 76%         | 70%           | 84%              | ≥90%             |
| STAAR Reading        | 8th                  | 90%      | 82%        | 82%         | 78%           | 84%              | ≥90%             |
| STAAR Reading        | 6th – 8th            | 90%      |            |             | 73%           | 84%              | ≥90%             |
| STAAR Math           | 6th                  | 90%      | 74%        | 71%         | 70%           | 84%              | ≥90%             |
| STAAR Math           | 7th                  | 90%      | 61%        | 59%         | 62%           | 84%              | ≥90%             |
| STAAR Math           | 8th                  | 90%      | 74%        | 76%         | 83%           | 84%              | ≥90%             |
| STAAR Math           | 6th – 8th            | 90%      |            |             | 73%           | 84%              | ≥90%             |
| STAAR Social Studies | 8th                  | 90%      | 60%        | 59%         | 56%           | 84%              | ≥90%             |
| STAAR Science        | 8th                  | 90%      | 72%        | 70%         | 70%           | 84%              | ≥90%             |
| End-of-Course        | Algebra 1            | 90%      |            |             | 100%          | 100%             | 100%             |

## ALL STUDENTS STAAR Targets: Meets Level

| State Assessment     | Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Reading        | 6th                  | 60%      | 50%        | 48%         | 43%           | 56%              | ≥60%             |
| STAAR Reading        | 7th                  | 60%      | 52%        | 52%         | 44%           | 56%              | ≥60%             |
| STAAR Reading        | 8th                  | 60%      | 56%        | 55%         | 48%           | 56%              | ≥60%             |
| STAAR Reading        | 6th – 8th            | 60%      |            |             | 45%           | 56%              | ≥60%             |
| STAAR Math           | 6th                  | 60%      | 37%        | 33%         | 28%           | 56%              | ≥60%             |
| STAAR Math           | 7th                  | 60%      | 35%        | 33%         | 38%           | 56%              | ≥60%             |
| STAAR Math           | 8th                  | 60%      | 44%        | 45%         | 54%           | 56%              | ≥60%             |
| STAAR Math           | 6th – 8th            | 60%      |            |             | 36%           | 56%              | ≥60%             |
| STAAR Social Studies | 8th                  | 60%      | 31%        | 29%         | 27%           | 56%              | ≥60%             |
| STAAR Science        | 8th                  | 60%      | 33%        | 34%         | 43%           | 56%              | ≥60%             |
| End-of-Course        | Algebra 1            | 60%      |            |             | 92%           | 100%             | 100%             |

## ALL STUDENTS STAAR Targets: Masters Level

| State Assessment     | Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Reading        | 6th                  | 30%      | 21%        | 19%         | 15%           | 28%              | ≥30%             |
| STAAR Reading        | 7th                  | 30%      | 26%        | 25%         | 18%           | 28%              | ≥30%             |
| STAAR Reading        | 8th                  | 30%      | 27%        | 24%         | 17%           | 28%              | ≥30%             |
| STAAR Reading        | 6th – 8th            | 30%      |            |             | 17%           | 28%              | ≥30%             |
| STAAR Math           | 6th                  | 30%      | 15%        | 10%         | 6%            | 28%              | ≥30%             |
| STAAR Math           | 7th                  | 30%      | 10%        | 10%         | 13%           | 28%              | ≥30%             |
| STAAR Math           | 8th                  | 30%      | 16%        | 14%         | 21%           | 28%              | ≥30%             |
| STAAR Math           | 6th – 8th            | 30%      |            |             | 14%           | 28%              | ≥30%             |
| STAAR Social Studies | 8th                  | 30%      | 15%        | 13%         | 13%           | 28%              | ≥30%             |
| STAAR Science        | 8th                  | 30%      | 15%        | 15%         | 15%           | 28%              | ≥30%             |
| End-of-Course        | Algebra 1            | 30%      |            |             | 73%           | 83%              | ≥30%             |

# HIGH SCHOOL GOALS AND PERFORMANCE MEASURES



Goal I: The district will implement a rigorous curriculum and instruction program to close achievement gaps to ensure that all students reach their academic potential.

## ALL STUDENTS STAAR TARGETS: APPROACHES LEVEL

| Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Eng. I         | 90%      | 71%        | 68%         | 56%           | 71%              | ≥90%             |
| STAAR Eng. II        | 90%      | 74%        | 68%         | 59%           | 74%              | ≥90%             |
| STAAR Algebra I      | 90%      | 78%        | 81%         | 78%           | 88%              | ≥90%             |
| STAAR Biology        | 90%      | 89%        | 87%         | 82%           | 89%              | ≥90%             |
| STAAR U.S. History   | 90%      | 95%        | 94%         | 91%           | 95%              | ≥90%             |

## ALL STUDENTS STAAR TARGETS: MEETS LEVEL

| Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Eng. I         | 60%      | 54%        | 51%         | 40%           | 54%              | ≥60%             |
| STAAR Eng. II        | 60%      | 56%        | 51%         | 40%           | 56%              | ≥60%             |
| STAAR Algebra I      | 60%      | 45%        | 47%         | 43%           | 53%              | ≥60%             |
| STAAR Biology        | 60%      | 57%        | 51%         | 42%           | 57%              | ≥60%             |
| STAAR U.S. History   | 60%      | 71%        | 66%         | 52%           | 71%              | ≥60%             |

## ALL STUDENTS STAAR TARGETS: MASTERS LEVEL

| Performance Measures | Standard | State Data | Region Data | District Data | 2023 - 2024 Goal | 2027 - 2028 Goal |
|----------------------|----------|------------|-------------|---------------|------------------|------------------|
| STAAR Eng. I         | 30%      | 14%        | 12%         | 7%            | 14%              | ≥30%             |
| STAAR Eng. II        | 30%      | 9%         | 7%          | 4%            | 9%               | ≥30%             |
| STAAR Algebra I      | 30%      | 24%        | 23%         | 19%           | 30%              | ≥30%             |
| STAAR Biology        | 30%      | 22%        | 15%         | 12%           | 28%              | ≥30%             |
| STAAR U.S. History   | 30%      | 39%        | 32%         | 20%           | 39%              | ≥30%             |

# Violent Criminal Incident Report





# Violent Criminal Incident Report



- 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 Criminal Incident Report

Texas requires that districts publicly report all violent and/or criminal incidents within their district.

[La Joya ISD Report on Violent or Criminal Incidents.](#)



| <b>INCIDENT TYPE</b>  | <b>Number of Violent or Criminal Offenses: 78</b> | <b>2022-2023</b> |
|---|---|------------------|
| (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                                     |   | 77               |
| (30) Aggravated assault against someone other than a school district employee or volunteer                          |   | 1                |
| (32) Sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer |   | 0                |
| (46) Aggravated robbery   |   | 0                |
| <b>TOTAL:</b>   |   | <b>78</b>        |

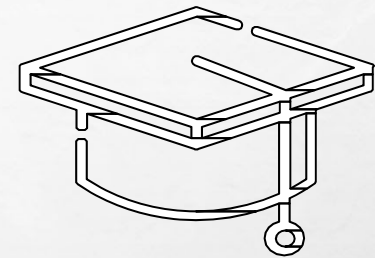
# School Violence Prevention and Intervention Policies and Procedures used by the District



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



# Post Secondary Performance

Texas Higher Education Coordinating Board Report

# POSTSECONDARY PERFORMANCE: HIGHER EDUCATION PROFILE



## La Joya ISD Graduates Enrolled In Institutions of Higher Education (IHE)

The data for high school graduates from each academic year, that enrolled in Texas public or independent higher education in the following fall shows a trend indicating less than half the graduating class pursued a higher education right after graduation. There was an increase in college enrollment from 2021 to 2022.

"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.

| Higher Education Institute          | 2020-2021 Graduates | 2021-2022 Graduates |
|-------------------------------------|---------------------|---------------------|
| Four-Year Public University         | 399                 | 436                 |
| Two-Year Public Colleges            | 291                 | 388                 |
| Independent Colleges & Universities | 8                   | 6                   |
| <b>Total IHE</b>                    | <b>677</b>          | <b>830</b>          |
| Not Trackable                       | 177                 | 151                 |
| Not Found                           | 955                 | 1,036               |



# Postsecondary Performance: Higher Education Student Performance-GPA in 4 Year Univ.



The GPA performance of LJISD students in their first year of college, measured in Texas public higher education institutions, generally falls below a 2.0, especially among those attending 2-year colleges.

This highlights areas for improvement in college readiness and persistence among students.

| High School   | Year | Type  | Total Graduates | GPA for 1st Year in Public Higher Education in Texas |              |              |              |          |         |
|---|------|-------|-----------------|--|--------------|--------------|--------------|----------|---------|
|   |      |       |                 | GPA <2.0   | GPA 2.0-2.49 | GPA 2.5-2.99 | GPA 3.0-3.49 | GPA >3.5 | GPA Unk |
| La Joya High School<br>(Includes La Joya Early College HS & AHSP) | 2022 | 4 Yr. | 131             | 39   | 10           | 23           | 25           | 32       | 2       |
|   |      | 2 Yr. | 136             | 57   | 10           | 16           | 25           | 15       | 13      |
| Juarez Lincoln High School  | 2022 | 4 Yr. | 79              | 34   | 6            | 9            | 14           | 16       | 0       |
|   |      | 2 Yr. | 73              | 33   | 7            | 5            | 10           | 8        | 10      |
| Palmview High School  | 2022 | 4 Yr. | 98              | 27   | 15           | 13           | 18           | 19       | 6       |
|   |      | 2 Yr. | 114             | 58   | 9            | 12           | 15           | 14       | 6       |
| Jimmy Carter High School  | 2022 | 4 Yr. | 35              | 11   | 5            | 4            | 5            | 10       | 0       |
|   |      | 2 Yr. | 30              | 18   | 0            | 2            | 6            | 1        | 3       |
| Thelma Salinas STEM Early College High School                     | 2022 | 4 Yr. | 68              | 22   | 10           | 13           | 13           | 9        | 1       |
|   |      | 2 Yr. | 114             | 58   | 9            | 12           | 15           | 14       | 6       |

## POSTSECONDARY PERFORMANCE: HIGHER EDUCATION PROFILE- COLLEGE ENROLLMENTS

The data suggests that a majority of LJISD high school graduates opt to attend colleges or universities located within the Rio Grande Valley.

| <b>Institution</b>                               | <b># of Students</b> |
|--|----------------------|
| <b>South Texas College</b>                       | <b>380</b>           |
| <b>University of Texas Rio Grande Valley</b>     | <b>355</b>           |
| <b>University of Texas- A&amp;M (Kingsville)</b> | <b>19</b>            |
| <b>University of Texas at Austin</b>             | <b>13</b>            |
| <b>Texas State University</b>                    | <b>12</b>            |
| <b>Texas A&amp;M University</b>                  | <b>7</b>             |
| <b>University of Texas at San Antonio</b>        | <b>7</b>             |
| <b>Texas State Technical College</b>             | <b>6</b>             |
| <b>Texas A&amp;M University –(San Antonio)</b>   | <b>5</b>             |
| <b>Other 4 Year Public University</b>            | <b>18</b>            |

**Any Questions?**