



**DEL VALLE INDEPENDENT SCHOOL DISTRICT
DEL VALLE, TEXAS 78617**



DISTRICT IMPROVEMENT PLAN

“Whatever It Takes”

Produced by the Department of Curriculum & Instruction

Approved by the Board on December 18, 2007

**DEL VALLE INDEPENDENT SCHOOL DISTRICT
DEL VALLE, TEXAS
DISTRICT IMPROVEMENT PLAN
2007-2008
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**DEL VALLE INDEPENDENT SCHOOL DISTRICT
DEL VALLE, TEXAS**

2007-2008

BOARD OF TRUSTEES

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DEL VALLE INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

Del Valle Independent School District, the community's educational leader, promotes and provides quality education through innovative programs for all children and community members.

DISTRICT GOALS for 2007-2008

1. Del Valle ISD's instructional focus will result in all student groups making annual improvement toward exemplary status.
2. Del Valle ISD will ensure efficient and effective operations from all departments and campuses, including functioning in a fiscally responsible manner.
3. Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.
4. Del Valle ISD will recruit and retain a highly motivated, competent staff through training and an effective evaluation process.
5. Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.
6. Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

2007-08 Shared Decision Making Committee

Position	Name	Subject/Grade	Contact Information	Signature
District Level Professional	Aguilar, Sandra		Central Office	
Non-Classroom Professional Staff	Ahner, Corby		Ojeda JH	
Non-Classroom Professional Staff	Alves, Marianne		DVE	
Classroom Teacher	Anderson, Emily		DVJH	
Classroom Teacher	Anderson, Jeanna		Hillcrest	
Classroom Teacher	Anderson, Virgil		Hornsby	
Classroom Teacher	Angel, Tawni		DVHS	
Classroom Teacher	Arellano, Kim		DVE	
Ex Officio Member	Bannerot, Joyce		Popham Elementary	
Classroom Teacher	Bertholf, Kelly		DVHS	
Ex Officio Member	Blanchard, Bernard		Central Office	
Ex Officio Member	Bley, Celina		Central Office	
Non-Classroom Professional Staff	Brady, Jillian		Smith	
Classroom Teacher	Brink, Toni		Popham Elementary	
Business Representative	Castille, Shaun		Hornsby Elementary	
Classroom Teacher	Clements, Willie		Del Valle JHS	
Ex Officio Member	Cochran, Dawn		Baty Elementary	
Classroom Teacher	Cox, Debi		Baty	
District Level Professional	Crook, Kelly		Central Office	
Classroom Teacher	Dalton, Linda		Del Valle JHS	
Resource	Day, John		Central Office	
Community Representative	Day, Judy		Central Office	

Designee	Dowdy, Sandra	Central Office
District Level Professional	Edgar, Kathy	Central Office
Classroom Teacher	Finley, Ana	Baty Elementary
Classroom Teacher	Fisher, Michelle	Hillcrest
Resource	Garcia, Molly	Central Office
Non-Classroom Professional Staff	Garrett, Tiffany	Baty
Classroom Teacher	Guajardo, Noelia	Smith Elementary
Non-Classroom Professional Staff	Guerra, Elvira	Hillcrest Elementary
Ex Officio	Guerra, Sara	Hillcrest
Classroom Teacher	Guerrero, Conception	Popham
Classroom Teacher	Harbuck, Michael	DVHS
Ex Officio Member	Hernandez, Bertha	Del Valle Elementary
Classroom Teacher	Hopkins, Mary	Del Valle JHS
Classroom Teacher	Horne, Kim	Opportunity Center
Classroom Teacher	Incognito, Shari	Hillcrest Elementary
Non-Classroom Professional Staff	Jones, Julie	Popham Elementary
Classroom Teacher	Junek, Valerie	Baty
Non-Classroom Professional Staff	Kinsey, Sami	Hillcrest Elementary
Resource	Lindberg, Larry	Central Office
Classroom Teacher	Lopez, Susan	Popham
Non-Classroom Professional Staff	Macias, Ray	Opportunity Center
Ex Officio Member	MacInnis, Jean	Del Valle HS
District Level Professional	Maggard, Chris	Central Office
Ex Officio	Maldonado, Frances	Smith
Classroom Teacher	Maresch, Tim	Creedmoor Elementary

Classroom Teacher	Marshall, Lee	DVE
Parent	Mathieson, Loree	Ojeda and Hillcrest
Classroom Teacher	McDonald, Ana	Del Valle HS
Classroom Teacher	Moreno, Margarita	DVHS
Ex Officio Member	Ogle, Steve	Creedmoor Elementary
Classroom Teacher	Palmer, Kathryn	Smith
Ex Officio Member	Patton, Timica	Ojeda
Classroom Teacher	Perez, Melissa	Hornsby
Classroom Teacher	Rheel, Alan	Smith
Community Representative	Rittenhouse, Pauletta	Ojeda
Resource	Robles, Modesto	Central Office
District Level Professional	Ryan, Randy	Central Office
Classroom Teacher	Sanchez, Cathy	Hillcrest
District Level Professional	Santellana, Maria	Central Office
Parent	Schenk, Tom	High School
Non-Classroom Professional Staff	Schweifler, Mary	Smith Elementary
Classroom Teacher	Shah, Karen	Del Valle Elementary
Classroom Teacher	Sheiness, Carrie	Hornsby Elementary
Non-Classroom Professional Staff	Stanley, Lee	Creedmoor Elementary
Classroom Teacher	Steed, Kasey	Ojeda
Ex Officio Member	Storm, Ken	Del Valle JHS
Ex Officio Member	Summer, Marlyse	Central Office
Classroom Teacher	Tansil, Brad	DVHS
Business Representative	Teasdale, Margaret	Hornsby Elementary
Ex Officio Member	Thomason, Ray	Smith Elementary

Classroom Teacher	Villalobos, Elizabeth	Creedmoor
Classroom Teacher	Watson, Theresa	Ojeda JHS
Ex Officio Member	Weibly, Gary	Central Office
Resource	White, Mitch	
Classroom Teacher	Yancey, Libby	Creedmoor Elementary
Resource	Zepeda, Rocky	Central Office

**DEL VALLE INDEPENDENT SCHOOL DISTRICT
DEL VALLE, TEXAS**

**DISTRICT IMPROVEMENT PLAN
2007-2008**

COMPREHENSIVE NEEDS ASSESSMENT

Introduction:

Del Valle Independent School District is approximately 170 square miles and is located in southeast Travis County. Creedmoor, Garfield, Mustang Ridge, Montopolis, Elroy, Pilot Knob, Hornsby Bend, and Del Valle are among the communities served by the District. Del Valle Independent School District is composed of ten campuses that include six elementary schools, two junior high schools, a high school and Opportunity Center.

The District has experienced a strong enrollment growth in recent years followed by a moderate increase for school year 2003-2004 and is beginning to experience another strong growth surge for 2007-2008. As of November 2007 the district grew by approximately 7.7%. Some of the increase in enrollment is due to the Hurricane Katrina and Rita evacuees. A summary of the District's demographics provided by DeskMap Systems, Inc., is included below along with information provided by the 2003-2004 AEIS report.

Demographics:

The following are summary statements regarding the demographics for DVISD provided by DeskMap, Inc.:

- According to data from the 2000 Census, the population within the DVISD boundaries increased significantly since 1990. The 2000 population for the DVISD was 38,531, an increase of 11,407 people since 1990. This represents a 42% increase, slightly higher than the growth experienced by Travis County.
- Forty-six percent of the population within the ISD boundaries was of Hispanic origin according to the 2000 Census. District student data indicates that the percentage of students who are Hispanic is much greater (64%).
- More than one-fourth of the population within the DVISD boundaries is under age 18 according to 2000 Census data.
- According to the Travis Central Appraisal District for the year 2000, there are 7,670 residential units within the boundaries of DVISD. Only 58% of these are single-family homes, 21% are multi-family units, and 21% are manufactured homes.

The following demographics for DVISD are provided by the Academic Excellence Indicator System from TEA for 2000 - 2001 and 2001- 2002. The data for 2004- 2005 and 2005-2006 is provided by the DVISD PEIMS Department.

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Enrollment	6,640	7,035	7,328	7,667	7,730	8,240	8506	9175
African American	15.7%	15.4%	14.5%	14.9%	14.6%	15.0%	13.85%	13.79%
Hispanic	62.6%	64.2%	66.9%	69.1%	71.0%	72.3%	74.70%	76.41%
White	20.1%	18.8%	16.9%	14.3%	12.9%	11.3%	10.15%	8.66%
Asian/Pacific Islander	1.1%	1.2%	1.3%	1.2%	1.1%	1.1%	1.05%	0.89%
Native American	0.5%	0.4%	0.5%	0.5%	0.3%	0.3%	0.26%	0.24%
Economically Disadvantaged	63.7%	70.5%	72.02%	71.5%	74.09%	76.13%	77.13%	79.12%
Limited English Proficient	16.1%	17.5%	17.4%	20.0%	22.78%	24.77%	25.26%	27.48%

Mobility for District: The mobility rate for 06-07 is about 34%

Attendance *as of October 26, 2007	93.6%	93.12%	94.69%	94.89%	94.9%	95.29%	96.61%	97.3%
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Students:

It is the responsibility of the school to provide an effective curriculum that will provide the tools necessary to equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation from the public school system. The environment in which students learn is critical and must be conducive to the “teaching-learning” process. It is for this reason that we carefully evaluated the strengths that enhance this process and the needs that detract from it. Based on the site-based decision making committee and the AEIS data, the following student strengths and needs were identified:

Student Strengths:

Under the new state accountability rating system for the 2006-2007 the District was rated Academically Acceptable by the Texas Education Agency. Hillcrest, Hornsby, Popham, Del Valle Elementary, Ojeda Junior High, Del Valle High School and the Opportunity Center received a rating of Acceptable. Del Valle JH and Smith Elementary received a rating of Recognized. For 2006-2007 the High School, Ojeda Junior High School, Hillcrest Elementary, Smith Elementary, Popham Elementary and Del Valle Elementary received Gold Performance Awards from TEA. During 2006-2007 Hillcrest Elementary, Smith Elementary and Baty Elementary received the Texas Educator Excellence Award. The District is the home of three Texas and National Blue Ribbon Schools, Quality Award winning campuses and model partnerships with businesses and institutes of higher learning. Individual staff members have been recognized by local, state and national education organizations in the fields of general teaching and administration, counseling, social studies, reading, mathematics and coaching.

The 2006-2007 AYP, Adequate Yearly Progress ratings for No Child Left Behind indicated that Baty, Hornsby, Smith, Popham, Del Valle Elementary, Hillcrest, Ojeda Junior High and Del Valle Junior High all made AYP. Both Del Valle High School and the Opportunity Center are not classified as Title I campuses so there are no sanctions regarding AYP.

The Texas Educational Excellence Project (TEEP), a joint program of the Departments of Political Science at Texas A&M University and the University of Texas-Pan American, reported Del Valle Independent School District as 4th in the State for educating Latino Students and 10th in the state for educating African Americans.

The new state accountability system now requires districts to calculate completion rates for cohorts of students instead of dropout rates for grades 7-12. Cohort graduation rates have continued to climb at Del Valle High School, from 78.6% for 2001 to 82.7% for 2003. Starting with the incoming freshman class of 2004-2005, all Texas high school students are now required to complete the Recommended Degree Plan, at minimum.

2006-07 Athletic Accomplishments:

- 535 high school students participated in athletics (about 1/3 of our overall student population)
- Approximately 205 of those athletes participated on a varsity team
- Of those 205 student-athletes, 68 were recognized as Academic All-District athletes, meaning they maintained an overall 90 or above average during their sports' season
- 120 of the 205 varsity athletes received post-season honors (All-District 1st, 2nd or Honorable Mention team)
- 2 student-athletes received national recognition:
 - 1) Shanay Washington (Girls Basketball) – Selected to USA Basketball Developmental Team (only 36 juniors/sophomores selected nationwide)
 - 2) A.J. Hardeman (Boys Basketball) – McDonald's All American Nominee
- Tamika Nowlin (Girls Basketball) received a scholarship to play basketball at Cisco Junior College

The following teams advanced in post-season play:

- Cross Country-Regional Qualifier
- Girls Basketball-District Champions & Regional Quarterfinalists
- Boys Basketball-District Runner-Up & Area Finalists
- Power Lifting-Regional & State Qualifiers
- Boys Track-Regional & State Qualifiers
- Girls Track-Regional & State Qualifiers

District Report for Student Performance



**Based on
Preliminary 2007
Student Assessment
Performance**

**DEL VALLE INDEPENDENT SCHOOL DISTRICT
DEL VALLE, TEXAS
SPRING 2007 PRELIMINARY SCORES**

Del Valle students continued to keep pace with rising *Texas Assessment of Knowledge and Skills* (TAKS) requirements in 2007 showing improvement in most grade levels, according to test results released by the Texas Education Agency.

Out of 108 available comparisons (nine grade levels testing reading, writing, math, science and social studies using the subgroups identified by the Del Valle ISD Board of Trustees for evaluation purposes including African American, Hispanic, White and Economically Disadvantaged) Del Valle students scored a 3% gain, scored 90%+ or out scored the state in 76 or 70% of the areas identified.

The areas of greatest gains were at the secondary level in the areas of math, science, social studies and reading/ELA.

On the 2007 TAKS, Del Valle seventh, eighth and eleventh grade students showed the biggest achievement gains.

- Seventh grade students scored overall 82% on reading from 75% in 2006, an increase of +7 points. In math the seventh grade scored overall 75% on math from 63% in 2006, an increase of +12 points.
- Eighth grade students scores overall 90% on reading from 80% in 2006, an increase of +10 points. In math the same students scored overall 65% on math from 57% in 2006, an increase of +8 points.
- Eleventh grade students scored overall 71% in math from 57% in 2006, an increase of +14 points. In science students scored overall 72% from 55% in 2006, an increase of +17 points and in social studies the overall score is 94% from 89% in 2006, an increase of 5+ points.

According to TEA, the percentage of students statewide who passed all TAKS tests increased this Spring at grades 4, 6, 7, 9, and 10; remained stable at eighth grade, and declined slightly at eleventh grade.

The areas of greatest needs are 3rd grade math, 5th grade science and 9th grade overall.

- 3rd grade math continues to be a concern with 63% students overall passing
- 5th grade science declined from 70% in 2006 to 61% in 2007.
- 9th grade students overall did not show gains in reading or math.

KEY TAKS HIGHLIGHTS:

- Del Valle ISD does not have an achievement gap for minority subgroup populations as seen in surrounding school districts. The white population is declining in scores over the past years.
- The 2007 school year will begin with more seniors ready to graduate.
- Del Valle ISD continues to test more limited English proficient students with the English version of the test starting in 3rd grade than surrounding school districts.

- Del Valle ISD is testing a greater number of special education students on “grade level” than surrounding school districts.

DISTRICT GOAL #1

The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

BOARD OF TRUSTEES PRIORITY ADMINISTRATIVE TARGETS

1. Improvement in all areas, but especially in math and science state average for subgroups of African-American, Hispanic, White, Economic Disadvantaged, and LEP students. Special education student progress will also be measured. DVISD administration will identify incremental progress to be targeted.
2. Tutorials provided in all subjects, provided in all subjects, during and after the school day.
Reports will be provided to the board on the number of tutorials offered and number of students participating. Data will be provided for comparison purposes to determine increased participation.
Where possible, a correlation will be made to determine if student performance improves as a result of the tutorial program.
3. Teachers will be provided quality staff development.
Reports will be provided on the number of in-services provided and the number of staff that participates.
Staff evaluations of in-service will be analyzed to determine the quality of in-service provided/attended.
4. Increased college admissions.
Data on the numbers of DVISD graduates that attend traditional college, including community college attendance & technical schools. Students that enlist in the military will also be reported. (Based on data that can be collected.
5. Increased graduation rates.
DVISD will maintain current graduation rates. Interpretation of the new definition of “completers” from the state will be provided.
6. Emphasis on college preparation from day one.
DVISD administration will provide information to the board on what activities and strategies are being employed to increase the level of awareness that college is a choice for all children Pre-K through 12.

Goal 1: Del Valle ISD’s instructional focus will result in all student groups making annual improvement toward exemplary status.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: TAKS Reading

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
African American	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Special Ed.	59 %	2007	≥ 90 %	2012-13	≥ 65.2 %	2008
LEP	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
Female	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
At Risk	66 %	2007	≥ 90 %	2012-13	≥ 70.8 %	2008

Indicator: TAKS Reading

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
African American	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
White	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Special Ed.	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
LEP	61 %	2007	≥ 90 %	2012-13	≥ 66.8 %	2008
Asian	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Male	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Female	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
At Risk	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008

Indicator: TAKS Reading

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
African American	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Economically Disadvantaged	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Hispanic	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Special Ed.	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
Asian	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Male	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Female	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
At Risk	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
African American	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Economically Disadvantaged	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
Hispanic	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
White	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
Special Ed.	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	96 %	2007	≥ 100 %	2012-13	≥ 96.8 %	2008
At Risk	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
African American	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Economically Disadvantaged	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Special Ed.	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
LEP	49 %	2007	≥ 90 %	2012-13	≥ 57.2 %	2008
Male	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Female	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
At Risk	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008

Indicator: TAKS Reading

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
African American	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Hispanic	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
White	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
Special Ed.	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
At Risk	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008

Indicator: TAKS Reading

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	92 %	2007	≥ 100 %	2012-13	≥ 93.6 %	2008
Special Ed.	53 %	2007	≥ 90 %	2012-13	≥ 60.4 %	2008
LEP	25 %	2007	≥ 90 %	2012-13	≥ 38 %	2008
Male	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Female	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
At Risk	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008

Indicator: TAKS English/Lang. Arts

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
African American	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Economically Disadvantaged	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Hispanic	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Special Ed.	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
LEP	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
Male	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Female	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
At Risk	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008

Indicator: TAKS English/Lang. Arts

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
African American	95 %	2007	≥ 100 %	2012-13	≥ 96 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Special Ed.	30 %	2007	≥ 90 %	2012-13	≥ 42 %	2008
LEP	10 %	2007	≥ 90 %	2012-13	≥ 26 %	2008
Asian	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
At Risk	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Math

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
African American	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
Economically Disadvantaged	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
Hispanic	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
White	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
Special Ed.	48 %	2007	≥ 90 %	2012-13	≥ 56.4 %	2008
LEP	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	66 %	2007	≥ 90 %	2012-13	≥ 70.8 %	2008
Female	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
At Risk	59 %	2007	≥ 90 %	2012-13	≥ 65.2 %	2008

Indicator: TAKS Math

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Hispanic	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
White	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Special Ed.	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
LEP	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
Asian	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
At Risk	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008

Indicator: TAKS Math

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
White	95 %	2007	≥ 100 %	2012-13	≥ 96 %	2008
Special Ed.	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
LEP	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
Asian	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Male	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
At Risk	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
African American	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Economically Disadvantaged	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Hispanic	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
White	89 %	2007	≥ 100 %	2012-13	≥ 91.2 %	2008
Special Ed.	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
LEP	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Male	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Female	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
At Risk	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
African American	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Special Ed.	41 %	2007	≥ 90 %	2012-13	≥ 50.8 %	2008
LEP	41 %	2007	≥ 90 %	2012-13	≥ 50.8 %	2008
Male	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
At Risk	61 %	2007	≥ 90 %	2012-13	≥ 66.8 %	2008

Indicator: TAKS Math

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	66 %	2007	≥ 90 %	2012-13	≥ 70.8 %	2008
African American	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
Economically Disadvantaged	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Hispanic	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
White	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Special Ed.	39 %	2007	≥ 90 %	2012-13	≥ 49.2 %	2008
LEP	35 %	2007	≥ 90 %	2012-13	≥ 46 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	61 %	2007	≥ 90 %	2012-13	≥ 66.8 %	2008
At Risk	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008

Indicator: TAKS Math

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
African American	41 %	2007	≥ 90 %	2012-13	≥ 50.8 %	2008
Economically Disadvantaged	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
Hispanic	37 %	2007	≥ 90 %	2012-13	≥ 47.6 %	2008
White	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
Special Ed.	19 %	2007	≥ 90 %	2012-13	≥ 33.2 %	2008
LEP	7 %	2007	≥ 90 %	2012-13	≥ 23.6 %	2008
Male	42 %	2007	≥ 90 %	2012-13	≥ 51.6 %	2008
Female	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
At Risk	20 %	2007	≥ 90 %	2012-13	≥ 34 %	2008

Indicator: TAKS Math

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	48 %	2007	≥ 90 %	2012-13	≥ 56.4 %	2008
African American	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
Economically Disadvantaged	45 %	2007	≥ 90 %	2012-13	≥ 54 %	2008
Hispanic	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
White	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Special Ed.	14 %	2007	≥ 90 %	2012-13	≥ 29.2 %	2008
LEP	14 %	2007	≥ 90 %	2012-13	≥ 29.2 %	2008
Male	54 %	2007	≥ 90 %	2012-13	≥ 61.2 %	2008
Female	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
At Risk	27 %	2007	≥ 90 %	2012-13	≥ 39.6 %	2008

Indicator: TAKS Math

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
African American	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Economically Disadvantaged	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Hispanic	69 %	2007	≥ 90 %	2012-13	≥ 73.2 %	2008
White	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Special Ed.	29 %	2007	≥ 90 %	2012-13	≥ 41.2 %	2008
LEP	30 %	2007	≥ 90 %	2012-13	≥ 42 %	2008
Asian	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
At Risk	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
African American	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Special Ed.	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
LEP	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Asian	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Male	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
Female	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
At Risk	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
African American	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
Economically Disadvantaged	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Hispanic	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
White	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Special Ed.	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	69 %	2007	≥ 90 %	2012-13	≥ 73.2 %	2008
Male	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Female	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
At Risk	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008

Indicator: TAKS Science

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
African American	54 %	2007	≥ 90 %	2012-13	≥ 61.2 %	2008
Economically Disadvantaged	59 %	2007	≥ 90 %	2012-13	≥ 65.2 %	2008
Hispanic	61 %	2007	≥ 90 %	2012-13	≥ 66.8 %	2008
White	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Special Ed.	21 %	2007	≥ 90 %	2012-13	≥ 34.8 %	2008
LEP	35 %	2007	≥ 90 %	2012-13	≥ 46 %	2008
Asian	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
At Risk	42 %	2007	≥ 90 %	2012-13	≥ 51.6 %	2008

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
African American	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Economically Disadvantaged	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Hispanic	66 %	2007	≥ 90 %	2012-13	≥ 70.8 %	2008
White	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Special Ed.	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
LEP	31 %	2007	≥ 90 %	2012-13	≥ 42.8 %	2008
Asian	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Male	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Female	59 %	2007	≥ 90 %	2012-13	≥ 65.2 %	2008
At Risk	47 %	2007	≥ 90 %	2012-13	≥ 55.6 %	2008

Indicator: TAKS Science

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
African American	47 %	2007	≥ 90 %	2012-13	≥ 55.6 %	2008
Economically Disadvantaged	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
Hispanic	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
White	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Special Ed.	25 %	2007	≥ 90 %	2012-13	≥ 38 %	2008
LEP	5 %	2007	≥ 90 %	2012-13	≥ 22 %	2008
Male	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Female	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
At Risk	31 %	2007	≥ 90 %	2012-13	≥ 42.8 %	2008

Indicator: TAKS Science

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Hispanic	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
White	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Special Ed.	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
LEP	30 %	2007	≥ 90 %	2012-13	≥ 42 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
At Risk	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
White	92 %	2007	≥ 100 %	2012-13	≥ 93.6 %	2008
Special Ed.	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
LEP	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
Female	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
At Risk	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008

Indicator: TAKS Social Studies

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
African American	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
Economically Disadvantaged	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
Hispanic	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
White	93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
Special Ed.	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
LEP	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
At Risk	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008

Goal 1: Instructional focus

Indicator: TAKS Social Studies

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
African American	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Economically Disadvantaged	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
Hispanic	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008
White	98 %	2007	≥ 100 %	2012-13	≥ 98.4 %	2008
Special Ed.	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
LEP	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Female	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
At Risk	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008

Indicator: TAKS Overall

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
African American	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
Economically Disadvantaged	54 %	2007	≥ 90 %	2012-13	≥ 61.2 %	2008
Hispanic	54 %	2007	≥ 90 %	2012-13	≥ 61.2 %	2008
White	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
Special Ed.	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
LEP	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Female	56 %	2007	≥ 90 %	2012-13	≥ 62.8 %	2008
At Risk	49 %	2007	≥ 90 %	2012-13	≥ 57.2 %	2008

Indicator: TAKS Overall

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	64 %	2007	≥ 90 %	2012-13	≥ 69.2 %	2008
African American	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
Economically Disadvantaged	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
Hispanic	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
White	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Special Ed.	48 %	2007	≥ 90 %	2012-13	≥ 56.4 %	2008
LEP	54 %	2007	≥ 90 %	2012-13	≥ 61.2 %	2008
Asian	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Male	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
At Risk	66 %	2007	≥ 90 %	2012-13	≥ 70.8 %	2008

Indicator: TAKS Overall

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	53 %	2007	≥ 90 %	2012-13	≥ 60.4 %	2008
African American	46 %	2007	≥ 90 %	2012-13	≥ 54.8 %	2008
Economically Disadvantaged	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Hispanic	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008
White	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Special Ed.	22 %	2007	≥ 90 %	2012-13	≥ 35.6 %	2008
LEP	23 %	2007	≥ 90 %	2012-13	≥ 36.4 %	2008
Asian	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
Female	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008
At Risk	28 %	2007	≥ 90 %	2012-13	≥ 40.4 %	2008

Indicator: TAKS Overall

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
African American	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Economically Disadvantaged	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Special Ed.	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
Male	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
At Risk	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008

Indicator: TAKS Overall

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Hispanic	69 %	2007	≥ 90 %	2012-13	≥ 73.2 %	2008
White	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Special Ed.	44 %	2007	≥ 90 %	2012-13	≥ 53.2 %	2008
LEP	30 %	2007	≥ 90 %	2012-13	≥ 42 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	73 %	2007	≥ 90 %	2012-13	≥ 76.4 %	2008
At Risk	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008

Indicator: TAKS Overall

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
African American	51 %	2007	≥ 90 %	2012-13	≥ 58.8 %	2008
Economically Disadvantaged	51 %	2007	≥ 90 %	2012-13	≥ 58.8 %	2008
Hispanic	52 %	2007	≥ 90 %	2012-13	≥ 59.6 %	2008
White	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Special Ed.	39 %	2007	≥ 90 %	2012-13	≥ 49.2 %	2008
LEP	14 %	2007	≥ 90 %	2012-13	≥ 29.2 %	2008
Asian	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Male	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
Female	49 %	2007	≥ 90 %	2012-13	≥ 57.2 %	2008
At Risk	30 %	2007	≥ 90 %	2012-13	≥ 42 %	2008

Indicator: TAKS Overall

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	39 %	2007	≥ 90 %	2012-13	≥ 49.2 %	2008
African American	41 %	2007	≥ 90 %	2012-13	≥ 50.8 %	2008
Economically Disadvantaged	37 %	2007	≥ 90 %	2012-13	≥ 47.6 %	2008
Hispanic	37 %	2007	≥ 90 %	2012-13	≥ 47.6 %	2008
White	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
Special Ed.	18 %	2007	≥ 90 %	2012-13	≥ 32.4 %	2008
LEP	1 %	2007	≥ 90 %	2012-13	≥ 18.8 %	2008
Male	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
Female	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
At Risk	21 %	2007	≥ 90 %	2012-13	≥ 34.8 %	2008

Indicator: TAKS Overall

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	39 %	2007	≥ 90 %	2012-13	≥ 49.2 %	2008
African American	33 %	2007	≥ 90 %	2012-13	≥ 44.4 %	2008
Economically Disadvantaged	35 %	2007	≥ 90 %	2012-13	≥ 46 %	2008
Hispanic	35 %	2007	≥ 90 %	2012-13	≥ 46 %	2008
White	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Special Ed.	12 %	2007	≥ 90 %	2012-13	≥ 27.6 %	2008
LEP	4 %	2007	≥ 90 %	2012-13	≥ 21.2 %	2008
Male	44 %	2007	≥ 90 %	2012-13	≥ 53.2 %	2008
Female	34 %	2007	≥ 90 %	2012-13	≥ 45.2 %	2008
At Risk	19 %	2007	≥ 90 %	2012-13	≥ 33.2 %	2008

Indicator: TAKS Overall

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	62 %	2007	≥ 90 %	2012-13	≥ 67.6 %	2008
African American	61 %	2007	≥ 90 %	2012-13	≥ 66.8 %	2008
Economically Disadvantaged	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
Hispanic	59 %	2007	≥ 90 %	2012-13	≥ 65.2 %	2008
White	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Special Ed.	10 %	2007	≥ 90 %	2012-13	≥ 26 %	2008
LEP	10 %	2007	≥ 90 %	2012-13	≥ 26 %	2008
Asian	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	69 %	2007	≥ 90 %	2012-13	≥ 73.2 %	2008
Female	55 %	2007	≥ 90 %	2012-13	≥ 62 %	2008
At Risk	44 %	2007	≥ 90 %	2012-13	≥ 53.2 %	2008

Indicator: TAKS Reading (Spanish)

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
At Risk	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008

Indicator: TAKS Reading (Spanish)

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
Economically Disadvantaged	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
Hispanic	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
LEP	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008
Female	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
At Risk	43 %	2007	≥ 90 %	2012-13	≥ 52.4 %	2008

Indicator: TAKS Writing (Spanish)

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Economically Disadvantaged	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Hispanic	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
LEP	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Female	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
At Risk	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008

Indicator: TAKS Overall (Spanish)

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Economically Disadvantaged	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Hispanic	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Male	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
At Risk	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008

Indicator: TAKS Overall (Spanish)

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
Economically Disadvantaged	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
Hispanic	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
LEP	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008
Female	33 %	2007	≥ 90 %	2012-13	≥ 44.4 %	2008
At Risk	38 %	2007	≥ 90 %	2012-13	≥ 48.4 %	2008

Indicator: Annual Dropout Rate (Grades 7-8)

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	0.1 %	2007	≤ 0.2 %	2012-13	≤ 0.1 %	2008
African American	0 %	2007	≤ 0.2 %	2012-13	≤ 0 %	2008
Economically Disadvantaged	0.2 %	2007	≤ 0.2 %	2012-13	≤ 0.2 %	2008
Hispanic	0.1 %	2007	≤ 0.2 %	2012-13	≤ 0.1 %	2008
White	0.6 %	2007	≤ 0.2 %	2012-13	≤ 0.5 %	2008
Special Ed.	0 %	2007	≤ 0.2 %	2012-13	≤ 0 %	2008
LEP	0.6 %	2007	≤ 0.2 %	2012-13	≤ 0.5 %	2008
Asian	0 %	2007	≤ 0.2 %	2012-13	≤ 0 %	2008
Male	0 %	2007	≤ 0.2 %	2012-13	≤ 0 %	2008
Female	0.3 %	2007	≤ 0.2 %	2012-13	≤ 0.3 %	2008
At Risk	0 %	2007	≤ 0.2 %	2012-13	≤ 0 %	2008

Indicator: Completion: Graduated

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83.2 %	2007	≥ 90 %	2012-13	≥ 84.6 %	2008
African American	85.3 %	2007	≥ 90 %	2012-13	≥ 86.2 %	2008
Economically Disadvantaged	85.2 %	2007	≥ 90 %	2012-13	≥ 86.2 %	2008
Hispanic	80.9 %	2007	≥ 90 %	2012-13	≥ 82.7 %	2008
White	8.2 %	2007	≥ 90 %	2012-13	≥ 24.6 %	2008
Special Ed.	68.1 %	2007	≥ 90 %	2012-13	≥ 72.5 %	2008
LEP	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Asian	87.5 %	2007	≥ 90 %	2012-13	≥ 88 %	2008
Male	78.8 %	2007	≥ 90 %	2012-13	≥ 81 %	2008
Female	87.6 %	2007	≥ 90 %	2012-13	≥ 88.1 %	2008
At Risk	81.8 %	2007	≥ 90 %	2012-13	≥ 83.4 %	2008

Indicator: Completion: Graduated

Grade: 12

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83.2 %	2007	≥ 90 %	2012-13	≥ 84.6 %	2008
African American	85.3 %	2007	≥ 90 %	2012-13	≥ 86.2 %	2008
Economically Disadvantaged	85.2 %	2007	≥ 90 %	2012-13	≥ 86.2 %	2008
Hispanic	80.9 %	2007	≥ 90 %	2012-13	≥ 82.7 %	2008
White	89.2 %	2007	≥ 90 %	2012-13	≥ 89.4 %	2008
Special Ed.	68.1 %	2007	≥ 90 %	2012-13	≥ 72.5 %	2008
LEP	81.8 %	2007	≥ 90 %	2012-13	≥ 83.4 %	2008
Asian	87.5 %	2007	≥ 90 %	2012-13	≥ 88 %	2008
Male	78.8 %	2007	≥ 90 %	2012-13	≥ 81 %	2008
Female	87.6 %	2007	≥ 90 %	2012-13	≥ 88.1 %	2008
At Risk	81.8 %	2007	≥ 90 %	2012-13	≥ 83.4 %	2008

Indicator: Completion: Received GED

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	1 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
African American	1 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Economically Disadvantaged	0.5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Hispanic	1.2 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
White	1.5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Special Ed.	0 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
LEP	0 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Asian	0 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Male	1.6 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Female	0.5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
At Risk	0.9 %	2007	≤ TBD %	2012-13	≤ TBD %	2008

Indicator: Completion: Continued HS

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	5.3 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
African American	1.3 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Economically Disadvantaged	4.2 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Hispanic	6.9 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
White	4.6 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Special Ed.	8.5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
LEP	5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Asian	0 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Male	6.7 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Female	4 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
At Risk	6 %	2007	≤ TBD %	2012-13	≤ TBD %	2008

Indicator: Completion: Dropped Out (4-yr)

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	10.4 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
African American	13.3 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Economically Disadvantaged	10.2 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Hispanic	11 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
White	4.6 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Special Ed.	23.4 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
LEP	20 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Asian	12.5 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Male	13 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
Female	8 %	2007	≤ TBD %	2012-13	≤ TBD %	2008
At Risk	11.3 %	2007	≤ TBD %	2012-13	≤ TBD %	2008

Indicator: AP/IB: % Students Tested

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	19.1 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
African American	17.1 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
Hispanic	15.9 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
White	31.9 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
Asian	44.4 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
Male	17.5 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
Female	20.6 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	

Indicator: AP/IB: % Examinees At or Above Criterion

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	12.8 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
African American	10 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
Hispanic	17.7 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	
White	6.7 %	2007	≥ TBD %	2012-13	≥ TBD %	2008	

Indicator: AP/IB: % Scores At or Above Criterion

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	7.5 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
African American	7.7 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
Hispanic	9.3 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
White	5.1 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
Asian	< 1 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
Male	6.5 %	2007	≥ TBD %	2012-13	≥ TBD %	2008
Female	8.4 %	2007	≥ TBD %	2012-13	≥ TBD %	2008

Strategies

Goal 1 - Strategy 1		READING/LANGUAGE ARTS														
Leader(s): Dept Chairs of C & I Leader Progress Report Dates: None		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS READING/LANGUAGE ARTS test by 2013-2014.										Evaluation Benchmark:				
Resources Required: N/A		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None						Amount \$0.00 <hr/> \$0.00				
Timeline																
Activity		Person Responsible		A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
				u	e	c	o	e	a	e	a	p	a	u	u	
Continue and identify current trends in education and report back to individual campuses.		Dept of C&I		X	X	X	X	X	X	X	X	X	X	X	X	Identified effective reading instructional trends.
Disaggregate TAKS test results from the 2006-2007 school year and ongoing benchmarks to identify student needs.		Campus Admin, C & I		X	X	X	X	X	X	X	X	X	X	X	X	Identified objectives Disaggregated score charts
Continue to monitor and evaluate methods of intervention for all students including but not limited to Class Size Reduction, Multisensory		Campus Principals or Designee		X	X	X	X	X	X	X	X	X	X	X	X	List of students identified and placed in special programs.

Goal 1: Instructional focus

Goal 1 - Strategy 1		READING/LANGUAGE ARTS												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
reading techniques for Dyslexia, Special Education, ESL, tutoring, Inclusion, RTI, etc.														
Continue to provide extended learning times for students through after school, weekend, and summer programs with adequate transportation if possible.	Campus Prin, Head Tutor, C & I	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher-made Benchmark Tests Summative: Passing rates on TAKS
Provide training for instructional strategies to meet the needs of all students in the general class setting.	LPAC, ARD, 504 Comm, Prin, BIL/ESL Coord	X	X	X	X	X	X	X	X	X	X	X	X	Number of staff participating, Number of staff certified Formulative: LPAC Minutes, Student IEPs, 504 Forms, TAKS M Results, TAKS Results, Spanish TAKS Results, Number G/T Identified, Teacher Made Benchmarks Summative: Passing rates on TAKS, TELPAS Reading Schedule of consultants/training sessions Sign-in sheets
Continue utilizing district data banks that interface historical testing data with local campus benchmark information,(AEIS-IT)	C&I, Campus Administrators	X	X	X	X	X	X	X	X	X	X	X	X	AEIS-IT data reports Training sessions (sign-in sheets)
Assess, identify and provide intensive on going training instruction for students at risk	C&I, Campus Principals, Head Tutors	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules

Goal 1 - Strategy 1															READING/LANGUAGE ARTS														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation															
		u	e	c	o	e	a	e	a	p	a	u	u																
		g	p	t	v	c	n	b	r	r	y	n	l																
of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status and necessary intervention.														List of strategies and students served Summative: Passing rates on TAKS															
Continue collaboration effort with Texas Reading and Language Center to implement, evaluate and disseminate findings from various grades including bilingual reading intervention model.	C&I, Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher made benchmark tests Summative: Passing rates on TAKS															
Provide assessment and special programs as needed for students new to the district through the newcomer's academy.	C&I, Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher made benchmark tests Summative: Passing rates on TAKS															
Integrate content specific vocabulary through Reading and Language Arts lessons.	Camp. Prin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher made benchmark tests Summative: Passing rates on TAKS															

Goal 1 - Strategy 2		MATHEMATICS and SCIENCE												
Leader(s): Dept Chairs Leader Progress Report Dates: Monthly		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS MATHEMATICS and SCIENCE test by 2013-2014.						Evaluation Benchmark: 85% of ALL Del Valle students are expected to pass the TAKS MATHEMATICS and SCIENCE						
Resources Required: SCE General Budget		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: General Budget				Amount \$0.00 \$0.00					
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Continue efforts in aligning vertically as well as horizontally math and science curriculum. (AP, GT, tutorials, resource)	Prin, Asst Prin, Dept. Chairs, Consultants	X	X	X	X	X	X	X	X	X	X	X	X	A district developed continuum of course scope and sequence for each course. Establish district wide benchmarks incrementally K-12.
Emphasize math and science vocabulary throughout all instructional areas.	Teachers, Dept Chairs, Consultants	X	X	X	X	X	X	X	X	X	X			A collaboratively developed list of math and science terms to be used in all subject areas made available to all campuses.
Use lab and hands on activities	Teachers, Principals,	X	X	X	X	X	X	X	X	X	X	X	X	At least 30% of

Goal 1: Instructional focus

Goal 1 - Strategy 2 MATHEMATICS and SCIENCE														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
involving student centered learning of science TEKS specific to each grade level (K-12)	Consultants													instruction will be using observable hands on or interactive learning activities.
Continue to utilize current data to monitor and identify students' areas of need as well as to identify performance trends.	Test Coor, Principals, Teachers, Consultants	X	X	X	X	X	X	X	X	X	X	X	X	Teachers will be provided with data and receive access and training on interpreting data.
Provide differentiated instruction training for staff to meet the needs of all students in the general class setting.	Principals, C&I, Consultants	X	X	X	X	X	X	X	X	X	X	X	X	Training sessions with sign-in sheets Increase ESL/GT certifications All students including student groups will improve performance in class and on test scores.
Provide tutoring using diagnostic and prescriptive interventions. Response to Intervention plus extended school opportunities.	Head Tutor, Teachers, Test Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Sign-in sheets showing increased participation rates Improved performance on assessments and class work Documentation of progress or monitoring for each student
Use hands on activities involving student centered learning of math instruction.	Head Tutor, Teachers, Test Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	At least 30% of instruction will be using observable hands on or interactive learning activities in (K-8) and

Goal 1: Instructional focus

Goal 1 - Strategy 2		MATHEMATICS and SCIENCE												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														20% in grades 9-12.

Goal 1: Instructional focus

Goal 1 - Strategy 3		WRITING													
Leader(s): None		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS Writing test by 2013-2014.										Evaluation Benchmark:			
Leader Progress Report Dates: None															
Resources Required: General Budget		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None						Amount \$0.00 \$0.00			
Timeline															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Continue to implement effective instructional strategies for writing skills throughout all content areas to target student populations.	C&I, Principals, Elementary GLL, Dept. Chairs	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of meetings Sign-in sheets Lesson plans	
All non-core teachers will integrate TAKS writing objectives into non-core curriculum	Prin, Dept Chair, Elem GLL, Non-core subject teach	X	X	X	X	X	X	X	X	X	X	X	X	Monitor with writing compositions in assessment	
Provide training for staff in differential instructional strategies to meet the needs of all students in the general class setting including special populations.	Bi/ESL Coord, C&I	X	X	X	X	X	X	X	X	X	X	X	X	Number of staff participating Number of staff certified	
Continue to provide extended learning times for students through after school, before, and pullout interventions with	Prin, Head Tutor, C&I, Transportation, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	List of students served Tutorial schedules	

Goal 1: Instructional focus

Goal 1 - Strategy 3 WRITING														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
adequate transportation if possible.														
Integrate content specific vocabulary through writing lessons.	Camp Prin, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher made benchmark tests Summative: Passing rates on TAKS

Goal 1 - Strategy 4		SOCIAL STUDIES												
Leader(s): None		Brief Description: The district's focus will result in ALL student groups making annual improvement toward exemplary status in passing the TAKS Social Studies test.											Evaluation Benchmark:	
Leader Progress Report Dates: None														
Resources Required: General Budget		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None						Amount \$0.00 <hr/> \$0.00		
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Continue collaboration between grade levels to facilitate the integration of social studies into the elementary, junior high and high school curriculum.	Dept. Chair, GLL, Principals, C&I	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Staff development sign-in sheets
Disaggregate TAKS test results and strategies from the 2007 school year and ongoing benchmarks to identify and address student needs	C&I, Camp. Adm, Test Coord, GLL, Dept Chair	X	X	X	X	X	X	X	X	X	X	X	X	Disaggregated score charts/reports identified objectives
Continue to provide extended learning times for students through after school, before, and pullout interventions with adequate transportation if possible.	C&I, Head Tutor, Principals, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	List of students served Tutorial schedules
Provide ongoing training for special populations in differentiated instruction.	Campus Principal, Dept. Chair, C&I	X	X	X	X	X	X	X	X	X	X	X	X	Number of staff participating

Goal 1: Instructional focus

Goal 1 - Strategy 4		SOCIAL STUDIES												Evaluation
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	Number of staff certified
		g	p	t	v	c	n	b	r	r	y	n	l	
Integrate content specific vocabulary through social studies lessons.	Camp Prin, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher made benchmark tests Summative: Passing rates on TAKS

Goal 1 - Strategy 5		ATTENDANCE												
Leader(s): None Leader Progress Report Dates: None		Brief Description: The district will focus on ALL student groups making annual improvement toward exemplary status. 98% average daily Attendance will be recorded district-wide.											Evaluation Benchmark:	
Resources Required: Campus Budget		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: None								Amount \$0.00 <hr/> \$0.00	
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Inform parents, students and staff of the districts' policies and procedures for attendance during first semester.	Administrators, Community Liaisons	X	X	X	X	X	X	X	X	X	X	X	X	Student and Parent Handbooks/Newsletter/ assembly/ records/PTO/PTA minutes
Beginning of the school year, district attendance will be followed and monitored regularly with letters automatically generated. Continue to monitor.	Att Clerks/Officers, Comm Liaisons, Administrator	X	X	X	X	X	X	X	X	X	X	X	X	Maintain/increase student attendance Decrease loss of student credits Increase in student promotions
Determine causes of poor attendance at each campus and obtain suggestions from parents, students, staff, school nurse and attendance clerk. Continue to address and	Administrators, Attendance Officers	X	X	X	X	X	X	X	X	X	X	X	X	Maintain/increase student attendance.

Goal 1 - Strategy 5		ATTENDANCE												Evaluation
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
monitor.		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	

Goal 1: Instructional focus

Goal 1 - Strategy 6		DROPOUT													
Leader(s): None		Brief Description: The district focus will result in ALL student groups making annual improvement toward exemplary status. The district dropout rate will be 0%.										Evaluation Benchmark:			
Leader Progress Report Dates: None															
Resources Required:		FTE's Required:				Source of Funds:						Amount			
State		Number of FTE's: None				None						\$0.00			
Campus Budget		None										\$0.00			
Cost: None															
Timeline															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l		
Conduct student workshops and/or retreats to facilitate student entry and transition into Junior High and High School.	Administrators, Community Liaison									X	X	X	X	Increase the number of students and parents participating Increase parental involvement Educate parents on school expectations	
Continue career awareness programs and career training K-12.	Counselors, Administrators	X	X	X	X	X	X	X	X	X	X	X	X	Increase completion rate	
Provide extended day for secondary campuses to include PSAT, Writing TAKS tutoring and credit recoveries for academics.	Administrators, teachers, tutors	X	X	X	X	X	X	X	X	X	X			District leaver statistics by ethnic group Lists of students served Increase completion rate	

Goal 1 - Strategy 6 DROPOUT														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Continue the no show list to all DVISD campuses and to adjoining school districts to determine if students are enrolled in other schools.	Administrators, Registrars, Attendance Officers	X	X	X	X	X	X	X	X	X	X	X	X	District leaver statistics by ethnic group
Make home visits to students identified as leavers and encourage those students to re-enter school.	Att Officers, Community Liaisons, Administrators	X	X	X	X	X	X	X	X	X	X	X	X	District leaver statistics by ethnic group Attendance records Documentation of home visits Increase completion rate
Provide information about services and alternative resources available to include financial aid opportunities and high education admissions to all community members and potential leavers prior to their withdrawing from school.	Counselors	X	X	X	X	X	X	X	X	X	X	X	X	District leaver statistics by ethnic group Attendance records Increase completion rate
The PEIMS Coordinator will send a list of leavers weekly to the Leaver Coordinator at TEA.	PEIMS Office	X	X	X	X	X	X	X	X	X	X	X	X	District leaver statistics by ethnic group Leaver lists
Develop and implement a procedure in which all student leaver codes are supported with proper documentation for withdrawal code used.	Att & Drop Out Recovery Team, Dist PEIMS Coord	X	X	X	X	X	X	X	X	X	X	X	X	PBMS data

Goal 1 - Strategy 7		Students with Disabilities												
Leader(s): None		Brief Description: The district's focus will result in ALL student groups making annual improvement toward exemplary status. The district will make measurable progress to ensure that all students with disabilities in grades 3-8 and 10 are assessed in compliance with the state's standard of TAKS tests at: 97%, TAKS-M @ 2%, and TAKS-ALT @ 1%.											Evaluation Benchmark:	
Leader Progress Report Dates: None														
Resources Required:		FTE's Required:				Source of Funds:				Amount				
State		Number of FTE's: None				None				\$0.00				
Local		None								\$0.00				
Federal		Cost: None												
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Provide staff development on ARD Committee decisions for: a. Least restrictive environment in a general education classroom b. Instructional accommodations/modifications to assure progress toward TEKS and for the selection of appropriate newly developed state testing instruments c. Staff development for special education personnel to address new guidelines for the identification of students with specific learning disabilities.	Dept Sp Ed, Sp Ed Dept Ch, Assess staff	X	X	X	X	X	X	X	X	X	X			Requirements of Federal/State Laws in regard to these programs Staff Development sign-in sheets No more than 3% of special education students off grade level

Goal 1 - Strategy 7		Students with Disabilities												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Monitor and refine the referral system to implement Response To Intervention (RTI) for at risk students.	C&I, Sp. Ed., Principals, Counselors	X	X	X	X	X	X	X	X	X	X			Database information regarding compliance requirements of Federal/State Laws in regard to these programs
A continuum of specifically designed instructional services to support students with disabilities in the general education curriculum.	Sp. Ed. Dept, Principals, Teachers	X	X	X	X	X	X	X	X	X	X			TAKS Testing/testing on level Database information regarding compliance requirements of Federal/State Laws in regard to these programs

DISTRICT GOAL #3

Del Valle Independent School District will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.

BOARD OF TRUSTEES PRIORITY ADMINISTRATIVE TARGETS

1. Data will be provided to the board that indicates the number and nature of incidents as required by Chapter 37.
2. The Student Code of Conduct will be developed in accordance with State law and shall be reviewed and modified on an annual basis based upon input from a cross selection of stakeholders.
3. Drug dogs will be used at random times and events.
4. Where possible, the number of repeat students and the nature of repeat incidents will be provided by the administration to the board.
5. Where possible, a report will be provided to indicate the effectiveness of the visitor check-in process for all campuses.
6. Continue to decrease the number of accidents and injuries for students and staff.
7. Continue to decrease violent incidents.

DISTRICT GOAL #5

Del Valle Independent School District will provide quality facilities that are safe and accommodating for all students and staff.

BOARD OF TRUSTEES PRIORITY ADMINISTRATIVE TARGETS

1. Landscaping efforts will be monitored.
2. There will be a formal facility planning process; the board will be informed and progress denoted.
3. A five-year facility plan will be developed.
4. Buildings and site improvements will meet or exceed the Texas Accessibility Standards (TAS) and the American with Disabilities Act (ADA).

Goal 3: Goal #3: Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.
Goal #5: Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.

Correlates with:

NCLB/ESEA Goals and Indicators

- 4) Safe, Drug Free Learning Environments

Effective School Correlates

- 1) Safe and Orderly Environment
-

Strategies

Goal 3 - Strategy 1		HEALTH & SAFETY													
Leader(s): None Leader Progress Report Dates: None		Brief Description: The district will implement programs and activities that have a positive impact on student health and safety.										Evaluation Benchmark:			
Resources Required: Wellness Center Budget Demograp Dist Maint Reque		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None						Amount \$0.00 \$0.00			
Timeline															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Identify and address health issues that lead to poor attendance at each campus.	Prin, Att Off, Teachers, Registrars, Nu	X	X	X	X	X	X	X	X	X	X	X	X	Attendance records show improvement: fewer absences related to illnesses.	
Continue district wide school health advisory council (S.H.A.C.) to address district and community health issues (i.e. promote excellence in nutrition and increased physical activity)	Comm Liaison, Nurse, Dir of Comm, Sch Personnel	X	X	X	X	X	X	X	X	X	X	X	X	Pre and post physical fitness data grades 3-12 as required by state law and Texas School Nutrition policies are followed	
The district-wide S.H.A.C. will continue to expand Health Advisory Council	Nurses, Dir of Health Serv, CATCH Coord &	X	X	X	X	X	X	X	X	X	X	X	X	Healthy students' data gathered and recorded	

Goal 3: Safe and Disciplined Environment

Goal 3 - Strategy 1 HEALTH & SAFETY															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	p	a	u	l	
coordinated approach to child health C.A.T.C.H. to grades K-8 throughout the district.	committe													using Fitness program data 2x per year beginning 08-09 All elementary campuses participating	
DVISD will continue to work with UT and other government agencies to provide for the Children's Wellness Center.	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	Health services will continue to be provided to needy families in the Del Valle area in the same ratio equal to or greater than district growth.	
Participate in collaborative health related partnerships and research with agencies such as: St. David's Foundation, UT School of Nursing.	Dir. Of Health Serv, Supt, Principals	X	X	X	X	X	X	X	X	X	X			Receive research results related to our community	
Children's Wellness Center will keep campuses and community aware of programs and services provided.	Wellness Center Director, Campus Nurses	X	X	X	X	X	X	X	X	X	X			Documentation of programs/services provided Healthy educated community Communication in DV Digest	
Maintaining on-going health education and training plans (such as: CPR, AED, diabetes, fist aid.)	Dir of Health Serv, Nurses, Principals	X	X	X	X	X	X	X	X	X	X			Staff will be prepared for emergencies.	
DVISD will participate in the Medicaid and SHARS Program which reimburse the district for services provided to eligible students.	Dir of Spec Ed, Asst Supt for Business													DVISD will be reimbursed for eligible special education expenditures thereby providing more resources for the	

Goal 3 - Strategy 1 HEALTH & SAFETY														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														district.
As financially possible, provide 100% health insurance coverage for employees.	Ex. Dir of HR, Asst. Supt. For Business													Improved attendance
Encourage departments and campuses to develop wellness plans for their school communities.	Campus Principals, Directors, Nurses	X	X	X	X	X	X	X	X	X	X	X	X	Wellness plans for staff. Informed community about health issues.
Revise and implement Student Code of Conduct to include new Chapter 37 bullying, harassment, dating violence prevention and violence prevention rules.	Principals, Asst. Prin, Asst. Supt for C/I	X	X	X	X	X	X	X	X	X	X	X	X	District discipline management plan is followed.
Provide staff and student education to help improve conflict resolution, positive discipline management, and violence bullying prevention and improve self-responsibility, suicide prevention and dating violence on school ground, in school vehicles and in schools.	Campus Principals, C & I	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of training sessions Sign-in sheets Decrease number of office referrals related to student conflict Increase number of staff trained
Provide safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, awareness education for students and parents.	Prin, Campus & District Crisis Teams	X	X	X	X	X	X	X	X	X	X	X	X	Information shared with parents. Documentation for monthly crisis and emergency training and practice. Sign-in sheets for training and counseling records.
Insure security and safety issues such as: screening of visitors, lighting, shade, locks, working outdoor water fountains, fall zones, etc. are evaluated annually. Evaluate overcrowding and need for	Dir Maint & Facil, Off Staff, Sup, Fac Co, Prin	X	X	X	X	X	X	X	X	X	X	X	X	Prevent health safety related accidents and issues. Each campus will evaluate outcomes.

Goal 3 - Strategy 1 HEALTH & SAFETY														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
additional facilities.														Prevent overcrowding at individual campuses. Sex offenders not allowed in building. Evaluate effectiveness of Student Check In System. Campus safety/security audits are completed.
Develop plans to improve employee safety training and awareness in order to continue to reduce worker's comp claims	Asst Supt for Bus, Nurses, Prin, Directors	X	X	X	X	X	X	X	X	X	X	X	X	Reduction in district worker's comp costs. Reduction in staff absence due to accident or injury.
Disaster/emergency plans should be reviewed and updated annually in conjunction with the Travis County School Safety Consortium.	C&I, Supt, Directors, Principals, Counselors	X	X	X	X	X	X	X	X	X	X	X	X	Each campus will have a disaster plan which will coordinate with TCSSC to improve student and staff safety. Disaster relief is provided as needed.
Procedures are in place to provide a welcoming, clean, and accommodating environment on each campus with emphasis on preventing communicable diseases.	Prin, Comm Liaison, Dir Maint, Custodians, Nurses	X	X	X	X	X	X	X	X	X	X	X	X	Visitors are greeted promptly Campuses are clean, safe and attractive Custodians and staff are trained
Continue to evaluate the need for the addition of facilities to meet the need of growing population.	Central Admin, Principals	X	X	X	X	X	X	X	X	X	X	X	X	Adequate facilities that are welcoming and accommodating for all students
Identify the need for expanded	Central Off Staff, Prin,	X	X	X	X	X	X	X	X	X	X	X	X	Adequate sound &

Goal 3 - Strategy 1		HEALTH & SAFETY												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
maintenance capabilities to support all facilities.	Dir of Maintenance													safe facilities that are welcoming and accommodating for all students.

Goal 5: Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff. (See Goal #3)

Correlates with:

State Objectives	
8) School Environment	
Effective School Correlates	
1) Safe and Orderly Environment	2) Climate of High Expectations for Success

DISTRICT GOAL #4

Del Valle Independent School District will recruit and retain a highly motivated, quality staff through training and an effective evaluation process.

BOARD OF TRUSTEES PRIORITY ADMINISTRATIVE TARGETS

1. Recruiting: the administration will provide data to the board detailing recruiting efforts, strategies, and numbers of candidates who inquire or are contacted.
2. Retaining: During analysis of staff turnover, the data will provide additional information on non-renewals and other legitimate factors outside the district's control (spouse transfers, position promotions to other districts, etc.) That will not be held against the turnover rate.
3. Evaluation: The district will maintain 100% of highly qualified teachers, as required by NCLB.

Goal 4: Del Valle ISD will recruit and retain a highly motivated, competent staff through training and an effective evaluation process.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	

Strategies

Goal 4 - Strategy 1		Recruit and Retain a High Motivated Staff													
Leader(s): None		Brief Description: The district's focus will be to recruit and retain a highly motivated, competent staff through training and an effective evaluation process and improve employee's job satisfaction and retention. 100% of Del Valle ISD teachers shall be Highly Qualified by 2006-2007 as required by the No Child Left Behind Act of 2001.											Evaluation Benchmark:		
Leader Progress Report Dates: None															
Resources Required: N/A Adopters		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None								Amount \$0.00 \$0.00	
Timeline															
Activity		Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Develop policies and procedures to be followed in the hiring of paraprofessionals and professionals that ensure all new hires meet No Child Left Behind requirements.		Exec. Dir. Of HR	X	X	X	X	X	X	X	X	X	X	X	X	100% of new hires will be Highly Qualified Highly Qualified summary sheet in Skyward & ERMA 100% of Highly Qualified Teachers (TEA Annual Survey) on the State & Federal Report

Goal 4 - Strategy 1		Recruit and Retain a High Motivated Staff												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Develop policies, procedures and follow through activities to ensure meeting No Child Left Behind requirements for existing paraprofessionals and professionals.	Ex. Dir. Of HR, Campus Principals, C&I	X	X	X	X	X	X	X	X	X	X	X	X	Paraprofessional will receive NCLB certification 100% of Highly Qualified Teachers (TEA Annual Survey) NCLB Highly Qualified Teacher recruitment and retention plan (Required NCLB report). Staff will receive notification of expiring certification to facilitate renewal
Provide staff development and training for district personnel for the improvement of student academic achievement.	C&I, Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of training sessions Sign-in sheets School District retention of teachers will remain at 80% or above as a result of staff development and training opportunities
District will provide 100% coverage for employee only health insurance.	Asst. Supt. For Finance	X	X	X	X	X	X	X	X	X	X	X	X	All employees have access to health insurance
Monitor impact of stipends and extra pay on hard to fill and extra duty positions.	Ex. Dir. Of HR, Asst. Supt for Finance	X	X	X	X	X	X	X	X	X	X	X	X	List of stipend positions and opportunity for extra pay 1. All hard to fill and extra duty positions will

Goal 4: Recruit and Retain a Highly Motivated, Competent Staff

Goal 4 - Strategy 1															Recruit and Retain a High Motivated Staff														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	E	Evaluation														
		u	e	c	o	e	a	e	a	p	a	u	u																
		g	p	t	v	c	n	b	r	r	y	n	l																
																be staffed 2. Application pool of quality candidates													
Provide district-wide opportunities for mentoring of all new teachers.	Ex. Dir of HR, Principals, Grants Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Retention of new teachers and mentor teachers according to TX-BESS standards													
Provide support for campus administrators (principals and assistant principals) to complete training in 5 year assessment cycle	Asst. Supt of C&I	X	X	X	X	X	X	X	X	X	X	X	X	X	X	100% of administrators maintain 5 year assessment cycle certification													
District salaries will be competitive at all levels of experience with neighboring districts.	Ex. Dir. of HR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Salary schedules compiled from neighboring districts to compare to DVISD salaries Annual review of competitiveness of Del Valle's salary chart Increase pool of qualified substitutes with competitive salary structure Pool of applicants reflect diversity													
Continue District's commitment to low student teacher ratio and hiring adequate staff to meet programmatic and facility needs.	Ex. Dir. Of HR, C& I	X	X	X	X	X	X	X	X	X	X	X	X	X	X	State and federal guidelines are met or exceeded Review of exit interviews													
Provide awareness and communication that	Ex. Dir. of HR,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Savings generated													

Goal 4: Recruit and Retain a Highly Motivated, Competent Staff

Goal 4 - Strategy 1		Recruit and Retain a High Motivated Staff												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
is timely and thorough in order to make cost effective decisions such as: energy management at auxiliary level, use of cleaning supplies, etc.	Maintenance, Facilities													from conservation methods will support district financial needs Copy counts monitor report Energy management report
Enhance staff morale by providing district-wide communication that focuses on recognizing campus and individual achievements and contributions to reaching district goals.	Dist Adm, Prin, Dept Chairs, Pub Relations Dept	X	X	X	X	X	X	X	X	X	X	X	X	District recognitions & celebrations: to include: monthly electronic newsletter, calendar of events . . .
Review and revise all non-teaching evaluations	HR, Principals, Director					X	X	X						New evaluations for 2008

DISTRICT GOAL #6

Del Valle Independent School District will promote involvement from parents and other community members that has an impact on promoting student achievement.

BOARD OF TRUSTEES PRIORITY ADMINISTRATIVE TARGETS

1. The district will increase the number of parent volunteers district wide on an annual basis.
2. The District Improvement Plan will be developed in accordance with state law and shall be reviewed and modified on an annual basis based upon input from a cross selection stakeholders including parents and community.
3. The Campus Improvement Plan will be developed in accordance with state law and shall be reviewed and modified on an annual basis based upon input from a cross selection stakeholders including parents and community.
4. The district will continue to work with the community based Adopt-A-School Board and its mission to support the district.
5. The district will continue its efforts in updating parents and community regarding district and campus events through the use of the district and campus websites, campus newsletters, and district newsletters.
6. Continue to improve open house and PTO participation.

Goal 6: Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	7) Student Performance	
NCLB/ESEA Goals and Indicators			
5) All Students will Graduate from High School			
Effective School Correlates			
7) Home-School Relations			
Title I - Schoolwide Programs			
6) Parental Involvement			

Strategies

Goal 6 - Strategy 1		Parents and community involvement													
Leader(s): None		Brief Description: The district will promote involvement from parents and other community that has a positive impact on promoting student achievement and increase efforts to promote improved communications and provide opportunities for parents to be involved in district activities.										Evaluation Benchmark:			
Leader Progress Report Dates: None															
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None				Amount \$0.00 <hr/> \$0.00					
Timeline															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Newsletter (district) to all registered addresses or persons who live at that address	Dir. of Communications													X	Documentation by "responsible person" Sample of the product
Marquis/banner/billboard to advertise back to school registration dates and other campus activities.	Principals, Dir. of Communications													X	Documentation by "responsible person" Sample of the product
Postcard - all students registered as of August 1 will receive postcards with school start dates and reminder of immunization requirements.	Dir. of Communications														Documentation by "responsible person" Sample of the product

Goal 6 - Strategy 1		Parents and community involvement												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Website - stay updated with important information for the district.	Dir. of Communications, Technology													Documentation by "responsible person" Sample of the product (Mac Friendly)
Campus newsletter to go home with students to let parents know what's going on.	Principal													Documentation by "responsible person" Sample of the product
Communications Committee	Comm. Liaisons, Dir. of Communicaitons													Documentation by "responsible person" Sample of the product
School district update to all taxpayers for DVISD	Dir. of Communications													Documentation by "responsible person" Sample of the product
Grade speed - parents will see grades on-line for students in grades 1-12. Campus will provide training for parents	Principals, Teachers, Technology													Documentation by "responsible person" Sample of the product Sign-in sheets Concern - For CIP - provide parents with access to technology
Campus events with sign in for recreation.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheets Schedule of events
Campus events with sign in to inform parents about educational and behavioral expectations.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheet Schedule of training sessions
Committees that allow parents to be active members.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheet List of committees/members
Superintendent Chat at each school zone twice a year	Campus Principals, Dir. of Comm., Superintendent		X	X	X	X	X	X	X	X	X	X	X	Sign in sheet Schedule of Superintendent Chats

Goal 6: Parents and Community Involvement

Goal 6 - Strategy 1		Parents and community involvement												
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Offer and promote programs to students and ensure parents are aware of the opportunities to participate. (For example: career programs and Texas Grant Program)	Campus Administration	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of events by campus Number of participants (sign-in sheet)
Provide varied volunteer opportunities for parents. Parents may volunteer during the day as well as complete volunteer projects at home.	PTO Boosters, Liaison, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	List of opportunities Sign in-sheets
Bilingual Coordinator will meet with each campus principal and community liaison to work on how to include Spanish speaking parents' involvement.	Bil Coord, Campus Principal													Recommendations on how to involve parents at each campus Document by "responsible person" Schedule of activities/sessions Sign-in sheets
Develop and maintain a Parental Involvement Program including parent orientation to help parents become aware of how to positively affect the leaver rate and awareness of SSI in all levels by utilizing monitored tutorials and monitoring attendance.	Comm Liaisons, Prin, Att Off, Counselors	X	X	X	X	X	X	X	X	X	X	X	X	Sign-in sheets
Provide parents the opportunity to participate in Rosetta-Stone tutorials for English Language acquisitions at participating district campuses.	Campus Administrator, Comm. Liaisons	X	X	X	X	X	X	X	X	X	X	X	X	Parent participation and attendance Sign-in sheets
Establish a committee to investigate the feasibility of providing adult basic education services on a DVISD campus.	Grants Coordinator, Campus Reps													Report on feasibility

TECHNOLOGY COMPONENT

Goal 7: The district shall maintain a technology infrastructure sufficient to support a growing district as measured by annual upgrades in compliance with the board approved annual technology plan.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
5) Prepare Students	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional		

Strategies

Goal 7 - Strategy 1		Technology														
Leader(s): None Leader Progress Report Dates: None		Brief Description: The district will follow the DVISD technology plan based on the Texas STaR Chart.										Evaluation Benchmark:				
Resources Required: N/A District Budget		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None				Amount \$0.00 \$0.00						
Timeline																
Activity		Person Responsible		A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
				u	e	c	o	e	a	e	a	p	a	u	u	
Continue meetings of district technology committee two per year with the purpose of ensuring technology infrastructure for student achievement and administrative needs. The committee is composed of members of each campus technology committee. The district technology committee focuses on: adequate staff to support hardware & software technology technology for data needs and technology training		Dist Tech Comm Chairperson		X	X	X	X	X	X	X	X	X	X	X	X	One member of each campus committee will represent his/her campus at district technology committee meetings. Each campus technology committee made up of a vertical team of campus representatives create long-range goals and

Goal 7 - Strategy 1 Technology														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
strategic technology planning for hardware & software funding options for hardware & software adequate technology research for student use														mission statements through regular meetings. Goals will be reported to a district technology committee. Technology plan will be reviewed annually and updated as needed.
Conduct an annual STaR technology survey at each campus to determine the technological needs and proficiencies of the district.	Dist Technology Committee	X	X	X	X	X	X	X	X	X	X	X	X	Each campus identifies progress toward target technology level on STaR. District summary of STaR surveys Analyze at least twice annually in district technology committee.
Each campus will update their technology plan based on outcomes of STaR survey and other indicators, which will focus on academic success.	District Technology Committee	X	X	X	X	X	X	X	X	X	X	X	X	100% of campuses will advance one level or maintain at the highest level on the STaR Chart. Current and updated technology plan for each campus.
Develop a district technology TEKS implementation plan for K-8 utilizing Easy Tech.	District Technology Committee	X	X	X	X	X	X	X	X	X	X	X	X	A developed plan for future implementation
Follow the district replacement cycle for technology set out in district technology plan.	District Technology Committee	X	X	X	X	X	X	X	X	X	X	X	X	Campus technology committee would report hardware and software needs, including obsolete

Goal 7 - Strategy 1 Technology														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														materials, to the district technology team, according to district standards.
Develop a supplemental competency checklist aligned with the STaR Chart to evaluate district technology.	District Technology Committee	X	X	X	X	X	X	X	X	X	X			A checklist to measure technology competencies with a data report to identify staff development needs and evaluate campus technology programs
Explore future and alternative technology for distributing information to students and teachers.	District Technology Committee	X	X	X	X	X	X	X	X	X	X			Generate a report that shows the current state of technology uptake and availability for school and community.