

Buna Junior High School



Campus Improvement Plan 2011-2012

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Buna Junior High School

Campus Education Improvement Council

2011-2012

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Principal
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Community Rep.
Community Rep.
Parent Rep.
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Business Rep.
Business Rep.
CPC Chairperson/Elected Teacher
Elected Teacher

Buna Independent School District

Mission Statement

The development of social and academic skills which assure all students the opportunity to become productive members of our democratic society is the primary mission of the Buna Independent School District. The belief that all students can learn is integral to accomplishing this mission.

Goals Process for School Improvement

Each year, the district and campuses are involved in the school improvement process, and a considerable amount of time and effort goes into producing, monitoring, and evaluating goals. Determining where we need to improve and focusing on those areas are the important parts of the goals process.

Collecting input for areas of campus and district improvement involves our administrators, teachers, parents, support staff, and the Board of Trustees. In following our annual process, we arrive at a completed set of goals that helps provide focus for school improvement and student success.

Our schools set high goals: it would not be conducive to school improvement to have goals, which only reinforce the status quo or which present easily attainable results. We may not achieve all our goals, but we will focus our professional efforts on these priority areas for achievement.

TEC § 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEC § 4.002. Public Education Academic Goals

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

NO CHILD LEFT BEHIND ACT OF 2001
Elementary and Secondary Education Act (ESEA)
Performance Goals

1. **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
4. **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. **Performance Goal 5:** All students will graduate from high school.

Title 1 Part A

Essential Components of School-wide Programs

- 1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.**
- 2. School-wide reform strategies that—**
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—strengthen the core academic program in the school;—increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and—include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include – counseling, pupil services, and mentoring services; – college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and – the integration of vocational and technical education programs; and – address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
- 3. Instruction by highly qualified teachers.**
- 4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.**
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Buna Junior High School

Needs Assessment Data:

TAKS Results 2011

2011 Campus AEIS Accountability Tables

2011 Campus AYP Accountability Data Tables

INDICATORS 2011

TAKS% Passing Sum of 3 – 8 and 10	All Students	African American	Hispanic	White	Eco. Dis.
Reading/English-LA	92%	88%	91%	93%	85%
Mathematics	86%	75%	82%	87%	82%
Writing	93%	50%	100%	93%	90%
Science	82%	67%	80%	82%	81%
Soc. Studies	86%	67%	80%	87%	81%
Other Indicators					
Drop Out Rates (7-8) 2009-2010	0%	0%	-	0%	0%
Completion Rate (9-12) Class of 2010	90.8%	100%	-	90.5%	80%
AYP Status	Met standard				

DISTRICT NAME: BUNA ISD
CAMPUS NAME: BUNA J H
CAMPUS NUMBER: 121903041

Campus Rating: Recognized
Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2011				2010				Required Improvement			Status by Measure			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	STD	RI	EXCP	***
Reading/ELA (70%/80%/90%)															
X All Students	307	332	92%	100%	296	331	89%		3			EX	-	-	EX
African Amer	7	8	88%	2%	8	11	73%		15			-	-	-	-
Hispanic	10	11	91%	3%	8	9	89%		2			-	-	-	-
X White	284	307	93%	92%	274	305	90%		3			EX	-	-	EX
X Econ Disadv	111	131	85%	39%	96	112	86%		-1			RE	-	-	RE
Writing (70%/80%/90%)															
X All Students	87	94	93%	100%	115	120	96%		-3			EX	-	-	EX
African Amer	1	2	50%	2%	2	3	67%		-17			-	-	-	-
Hispanic	2	2	100%	2%	4	4	100%		0			-	-	-	-
X White	80	86	93%	91%	108	112	96%		-3			EX	-	-	EX
X Econ Disadv	36	40	90%	43%	33	34	97%		-7			EX	-	-	EX
Social Studies (70%/80%/90%)															
X All Students	114	132	86%	100%	96	111	86%		0			RE	-	-	RE
African Amer	2	3	67%	2%	5	6	83%		-16			-	-	-	-
Hispanic	4	5	80%	4%	4	4	100%		-20			-	-	-	-
X White	106	122	87%	92%	84	98	86%		1			RE	-	-	RE
X Econ Disadv	35	43	81%	33%	30	35	86%		-5			RE	-	-	RE
Mathematics (65%/80%/90%)															
X All Students	287	332	86%	100%	285	331	86%		0			RE	-	-	RE
African Amer	6	8	75%	2%	9	11	82%		-7			-	-	-	-
Hispanic	9	11	82%	3%	7	9	78%		4			-	-	-	-
X White	266	307	87%	92%	263	305	86%		1			RE	-	-	RE
X Econ Disadv	107	131	82%	39%	93	112	83%		-1			RE	-	-	RE
Science (60%/80%/90%)															
X All Students	108	132	82%	100%	83	115	72%		10			RE	-	-	RE
African Amer	2	3	67%	2%	3	6	50%		17			-	-	-	-
Hispanic	4	5	80%	4%	2	4	50%		30			-	-	-	-
X White	100	122	82%	92%	76	102	75%		7			RE	-	-	RE
X Econ Disadv	35	43	81%	33%	24	39	62%		19			RE	-	-	RE

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA	Number	Number	Pct	Stu
ELL Students	2	2	100%	0

COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %	
Reading/ELA					
X All Students	119	332	36%	100%	EX
X Econ Disadv	34	131	26%	39%	EX
Mathematics					
X All Students	77	332	23%	100%	RE
X Econ Disadv	20	131	15%	39%	RE

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

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Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
15	1	N/A	N/A	N/A	N/A

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2010					Class of 2009			Required Improvement			
	# Com- pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

	2009-10				2008-09			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	0	278	0.0%	100%	0	278	0.0%	0.0			
African Amer	0	9	0.0%	3%	0	11	0.0%	0.0			
Hispanic	0	8	0.0%	3%	0	12	0.0%	0.0			
White	0	254	0.0%	91%	0	248	0.0%	0.0			
Econ Disadv	0	84	0.0%	30%	0	77	0.0%	0.0			

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

DISTRICT NAME: BUNA ISD
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Analysis groups used to determine acknowledgment are marked with an 'X'.

Summary of Gold Performance Acknowledgments

Earned 1 acknowledgment(s) out of 8 evaluated.

Advanced Courses		Commended Reading/ELA	NQ
AP/IB		Commended Mathematics	NQ
Attendance Rate	NQ	Commended Writing	++
College-Ready		Commended Science	NQ
RHSP/DAP		Commended Social Studies	NQ
SAT/ACT		TSI ELA	
CI: Reading	NQ	TSI Mathematics	
CI: Mathematics	NQ		

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2009-10): NOT APPLICABLE

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2009-10): NOT APPLICABLE

Student Groups	Number Taking AP and/ or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/ or IB	Number Scoring at or Above Criterion	Number Taking AP and/ or IB	Percent Scoring at or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

AP/IB data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

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Analysis groups used to determine acknowledgment are marked with an 'X'.

Attendance Rate (2009-10): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
X All Students	58,178	61,166	100%	95.1%
African American	1,984	2,005	3%	99.0%
Hispanic	1,585	1,655	3%	95.8%
X White	52,844	55,608	91%	95.0%
X Economically Disadvantaged	19,759	21,175	35%	93.3%

Attendance Rate standard for your acknowledgment is 96.0%.

College-Ready Graduates (Class of 2010): NOT APPLICABLE

Student Groups	Number Scoring At or Above Criteria on Both ELA & Math	Number Taking Both ELA & Math	Student Group Percent	Percent Scoring At or Above Criteria on Both ELA & Math
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

College-Ready Graduate data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	119	332	100%	36%
African American	1	8	2%	13%
Hispanic	2	11	3%	18%
X White	111	307	92%	36%
X Economically Disadvantaged	34	131	39%	26%

Reading includes second administration results for Student Success Initiative students tested at the same campus.

DISTRICT NAME: BUNA ISD
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Campus Rating: Recognized
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are marked with an 'X'.

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	77	332	100%	23%
African American	1	8	2%	13%
Hispanic	1	11	3%	9%
X White	73	307	92%	24%
X Economically Disadvantaged	20	131	39%	15%

Mathematics includes second administration results for Student Success Initiative students tested at the same campus.

Commended on Writing: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	42	94	100%	45%
African American	0	2	2%	0%
Hispanic	1	2	2%	50%
X White	38	86	91%	44%
X Economically Disadvantaged	12	40	43%	30%

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	37	132	100%	28%
African American	0	3	2%	0%
Hispanic	1	5	4%	20%
X White	36	122	92%	30%
X Economically Disadvantaged	10	43	33%	23%

DISTRICT NAME: BUNA ISD
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 Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are marked with an 'X'.

Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	25	132	100%	19%
African American	0	3	2%	0%
Hispanic	0	5	4%	0%
X White	24	122	92%	20%
X Economically Disadvantaged	3	43	33%	7%

Comparable Improvement: DOES NOT QUALIFY

	Total Number of Matched Students	Quartile
X Reading	304	Q4
X Mathematics	303	Q2

Recommended High School Program (RHSP)/DAP (Class of 2010): NOT APPLICABLE

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

DISTRICT NAME: BUNA ISD
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Campus Rating: Recognized
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are marked with an 'X'.

SAT/ACT Results (Class of 2010): NOT APPLICABLE

Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring At or Above Criterion	Number Taking SAT and/or ACT	Percent Scoring At or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring At or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring At or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Preliminary 2011 AYP Results

Campus Name: BUNA J H (121903041) BUNA

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	307	7	10	284	111	28	1	n/a
Number Tested	332	8	11	307	131	32	2	1
% Met Standard	92%	88%	91%	93%	85%	88%	50%	n/a
Student Group %	100%	2%	3%	92%	39%	10%	n/a	0%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	287	8	8	265	91	20	0	n/a
Number Tested	331	11	9	305	112	41	1	1
% Met Standard	87%	73%	89%	87%	81%	49%	0%	n/a
Change in % Met Standard	5	15	2	6	4	39	50	

The preview data tables are not masked to protect individual student confidentiality. Individual student information (including aggregate counts of less than 5) in the tables is confidential under the Family Educational Rights and Privacy Act (FERPA). The agency additionally takes the position that the tables at this stage of the accountability review process constitute "agency audit workpapers" and are not required to be disclosed under the Texas Public Information Act. Masked data tables are available on the TEA public website on August 4, 2011.

n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Preliminary 2011 AYP Results

Campus Name: BUNA J H (121903041) BUNA

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Mathematics (AYP Target: 75%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	286	6	9	265	106	24	1	n/a
Number Tested	332	8	11	307	131	32	2	1
% Met Standard	86%	75%	82%	86%	81%	75%	50%	n/a
Student Group %	100%	2%	3%	92%	39%	10%	n/a	0%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	276	9	7	254	88	18	0	n/a
Number Tested	331	11	9	305	112	41	1	1
% Met Standard	83%	82%	78%	83%	79%	44%	0%	n/a
Change in % Met Standard	3	-7	4	3	2	31	50	

The preview data tables are not masked to protect individual student confidentiality. Individual student information (including aggregate counts of less than 5) in the tables is confidential under the Family Educational Rights and Privacy Act (FERPA). The agency additionally takes the position that the tables at this stage of the accountability review process constitute "agency audit workpapers" and are not required to be disclosed under the Texas Public Information Act. Masked data tables are available on the TEA public website on August 4, 2011.

n/a indicates that the data are not available or applicable
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C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Preliminary 2011 AYP Results

Campus Name: BUNA J H (121903041) BUNA

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2010-11 Assessments								
Number Participating	339	8	11	314	134	33		1
Total Students	339	8	11	314	134	33		1
Participation Rate	100%	100%	100%	100%	100%	100%		100%
Student Group %	100%	2%	3%	93%	40%	10%		0%
2009-10 Assessments								
Number Participating	346	11	9	318	117	46		1
Total Students	349	11	9	321	120	48		1
Participation Rate	99%	100%	100%	99%	98%	96%		100%
Participation: Mathematics (AYP Target: 95%)								
2010-11 Assessments								
Number Participating	339	8	11	314	134	33		1
Total Students	339	8	11	314	134	33		1
Participation Rate	100%	100%	100%	100%	100%	100%		100%
Student Group %	100%	2%	3%	93%	40%	10%		0%
2009-10 Assessments								
Number Participating	347	11	9	319	119	46		1
Total Students	348	11	9	320	120	47		1
Participation Rate	100%	100%	100%	100%	99%	98%		100%

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Preliminary 2011 AYP Results

Campus Name: BUNA J H (121903041) BUNA

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Attendance Rate 2009-10 (AYP Target: 90%)								
Days Present	58,178	1,984	1,585	52,844	19,759	7,629		174
Days Membership	61,166	2,005	1,655	55,608	21,175	8,212		175
Attendance Rate	95.1%	99.0%	95.8%	95.0%	93.3%	92.9%		99.4%
Student Group %	100%	3%	3%	91%	35%	13%		0%
Attendance Rate 2008-09								
Days Present	60,100	2,082	2,192	54,763	17,335	7,482		164
Days Membership	63,208	2,143	2,304	57,595	18,564	8,072		166
Attendance Rate	95.1%	97.2%	95.1%	95.1%	93.4%	92.7%		98.8%
Change 2009 to 2010	0.0	1.8	0.7	-0.1	-0.1	0.2		0.6

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Preliminary 2011 AYP Results

Campus Name: BUNA J H (121903041) BUNA

2011 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	-	-	+	+	-	-
Performance: Math	+	-	-	+	+	-	-
Participation: Reading/ELA	+	-	-	+	+	-	-
Participation: Math	+	-	-	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

+ Meets AYP

- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable

% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps

X Missed AYP for this measure

Buna Independent School District Board Goals 2011-2012

- I. Student: Curriculum, instruction, and assessment alignment: Work with all stakeholders to show an overall increase in student achievement scores across all subject areas, with emphasis on math and science.**
- II. Leadership: Provide emerging technology resources to support professional development activities and technology infusion efforts to prepare students for careers in the 21st century.**
- III. Leadership: Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.**
- IV. Community Relations: Promote and support district unity through the fostering of spirit, pride, character, and a tradition of excellence in both the school and community.**
- V. Operations: Fiscal Goal—Buna ISD will keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence, without cutting vital programs. Teachers will be encouraged to expand their areas of certification. Staffing levels and student enrollment will be closely monitored to ensure payroll mirrors ADA.**
- VI. Personnel: Actively recruit highly qualified professionals for all academic areas and with an emphasis on strategies to retain effective employees.**

Buna Junior High School
Campus Improvement Plan Goals
2011-2012

- Goal #1: The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards. 1,2,3,4,5,7,8, 9,10
- Obj. 1: TAKS
 - Obj. 2 : attendance
 - Obj. 3: drop-out rate
 - Obj. 4: well-balanced curriculum
 - Obj. 5: Adequate Yearly Progress (AYP)
 - Obj. 6: Performance-Based Monitoring Analysis System (PBMAS)
 - Obj. 7 Highly qualified staff
- Goal #2: Improvement of school – community relations and enlist the aide of parents as partners in the education of their children. Reference state objectives #1, 5, 9.
- Goal #3: To model and support the use of technology as an instrument to enhance all areas of the diverse educational community, specifically student learning. Reference state objectives #2, 3, 4, 8, 9, 10.
- Goal #4: To continue to improve prevention of and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. Reference state objective # 8.
- Goal #5: To continue to maintain fiscal responsibility and accountability of the District. Reference state objectives #1,8,9,10.

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL: 1,2,3,4

OBJECTIVE: 1. Student performance on the state mandated STAAR test will meet or exceed the minimum state standards.
 STATE OBJECTIVE: 1,2,3,4,5,6,7,9,10

E.S.E.A: 1,2,3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Implement CSCOPE curriculum to ensure alignment to accountability indicators.	2011-2012	Teachers and Administrators	Local and Title funds	Curriculum meetings	STAAR Scores
Staff will participate in staff development activities designed to improve STAAR scores: Economically Disadvantaged, CSCOPE, RTI, Inclusion, research-based instructional strategies and activities	2011-2012	Teachers and Administrators	Local Funds Special Ed. Funds Region 5 Title II-Part A	Attendance at sessions	Sign-in sheets Workshop Evaluations Certificates of Participation
Utilize DMAC to disaggregate and analyze TAKS/STAAR and Benchmark individual and group scores in order to better meet the student's instructional need.	2011-2012	Teachers and Administrators. Vertical Team Department Heads	Region 5 Local Funds	Development and implementation of assessments	Student results; Meet with principals to analyze data.
Continue Response to Intervention (RtI) Program	2011-2012	Teachers and administrators	Special Ed, and Local Funds/ Istation, MSTAR, Aimsweb	Create implementation plan	Universal screening data, progress monitoring data
Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	2011-2012	Teachers and administrators	Local Funds TIE Grant/ Study Island/Science Starters	Needs Assessment	Review the pre and post assessment data of students.
Tutorial Program	2011-2012	Teachers and administrators	Local Funds Compensatory Funds Study Island	6 week grades CBAs	Pre and Post assessments TAKS Results
Inclusion	2011-2012	Teachers and administrators	Special Ed. Funds/Local Funds	Sp. Ed. St. in mainstream classes	Student success /reduction in students taking STAAR M

Student Success Initiative will be implemented as required. (Suspended for 2011-2012 school year due to STAAR)	2011-2012	Teachers, counselor, administrators	8th grade STAAR results	Completed Plans	8 th Grade promotion
Summer Program for students not meeting state assessment requirement (based on raw data released after STAAR administration)	2011-2012	Teachers and administrators	Local Funds	Needs assessment	Student (raw data) results from admin. of STAAR
Parent sessions for Texas Assessment Program	Nov. 2011	Administrators	Texas Assessment Program Information presentation, student handbook, SSI brochures	Presentation plan	Agendas, sign-in sheets
Students will be counseled in the selection of course sequencing	Spring '12 Grades 6-8	counselor, teachers, administrators	STAAR, curriculum handbooks	Identify course offerings	Personal graduation plans, student registration
Continue Math and Reading Labs (morning tutorials), Science STAAR Class	2011-2012	counselor, teachers, administrators	Local Funds	Needs assessment	Master of TEKS/STAAR objectives
Continue Science Starters (grades 6-8)	2011-2012	Administrators, teachers	Local Funds	Needs assessment	Science scores on state assessments
Peer Assistant/Mentor Program (Teachers of Tomorrow - TOT)	2011-2012	Administrators	Local Funds	Needs/interest surveys	Student Success

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4

OBJECTIVE: The student attendance will be at least 98% overall.
 STATE OBJECTIVE: 5

E.S.E.A: 5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Monitor student attendance: Pursue legal remedies on students in violation of the compulsory attendance law.	Weekly	Truant Officer Administrators	Local Funds/attendance clerk/attendance reports	Monitor 6 week reports	Review daily summary sheet of absences. Class count records.
Parent awareness of mandatory attendance: Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and funding	2011-2012	Campus administration	Student handbook/local fund	Student handbook	Improved attendance
Communicate to parents by phone and mail about students with excessive absences.	Daily	Campus administration	Local	Document Calls and Letters to parents	District attendance 98%
Each campus will develop incentives to increase attendance from the previous school year.	2011-2012	Principals Site-Based Committee	Community/ local funds/ businesses	Incentive plan	Review attendance report for the year.
Alert district security officer to help in dealing with attendance issues.	2011-2012	Principal Attendance Clerk	Local Funds	Monitor campus attendance rates each six weeks	Increased attendance
Campus Attendance Committee in place; District Attendance Committee formed	2011-2012	Administrators	Local Funds	Document Plan/Committee Members	Increased student attendance

GOAL: I The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.

STATE GOAL:1,2,3,4

OBJECTIVE: 3. Buna JH will maintain a dropout rate of 0% for all students.

STATE OBJECTIVE: 2, 3, 4, 6, 8, 9,10

E.S.E.A: 1,2,3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Implement accelerated education programs at Junior High campus to reduce the drop-out rate.	2011-2012	Administrators	State Compensatory Funds Local Funds	Needs assessment	Review the number of dropouts in grades 7 – 8 Semi-annually
Continue the Optional Extended Year Program for grades 6- 8.	Summer 2012	Administrators	Optional Extended Year Funds 11,588,401	Needs assessment	Review summer school student’s progress on STAAR.
Continue Technology Programs for 8th grade	2011-2012	Administrator Teacher	Local Funds	Needs assessment	Review master schedule
Support the Pregnancy, Education and Parenting Program (P.E.P.) at each campus in the district.	2011-2012	Campus Nurse	PEP Funds 12,135,394 Local Funds Function –31 and 33	Needs assessment	Review the counseling records. Increased graduation rate
Continue Disciplinary Alternative Education Program	2011-2012	Administrators	State Compensatory Fund Function -11	Review guidelines	Review students assigned to DAEP
Provide parents information on classes available in grades 6-12 and begin dialogue on post high school expectations.	2011-2012	Administrators, counselors	Local funds	Curriculum handbook	Reduction in drop-out/ (PGP)
Transitioning activities for students promoted to High School and coming from Elementary	2011-2012	Administrators and Staff	Local Funds	Campus planning committee	Documentation of activities

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
STATE GOAL:1,2,3,4

OBJECTIVE: 4. A well-balanced curriculum along with appropriate programs will be provided for all students.
STATE OBJECTIVE: 2, 4, 5,6,7, 9,10

E.S.E.A.: 1,2,3,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Coordinate with each campus to develop vertical and horizontal teams to promote curriculum alignment.	2011-2012	Administrators	CSCOPE Local Funds	Training Planning time Materials	Student performance on STAAR
Provide an English as a Second Language (E.S.L.) program for all Limited English Proficient (L.E.P.) students.	2011-2012	ESL Teacher	Local Funds Function -11 Region 5 ESC	Needs assessment	Annual review of the LEP program
Dyslexic students will be served in pull-out instructional programs. Annually update the program.	2011-2012	Administrators/dyslexic teachers	Local Funds Function -11 Region 5 ESC	Needs assessment	Six week checks on dyslexic students/Annual review of the program
Provide an Advanced Academic Service (A.A.S.) (formerly known as Gifted and Talented) Program at each campus. Ensure teachers have required professional development.	2011-2012	Administrators/ Counselor/GT&AP Teachers	G/T Funds Local Funds Region 5 – G/T	Committee complete action items	Six week check on GT students/Annual review of the program
CTE: Program implemented to prepare students for post-secondary work and increased training in technology.	2011-2012	Administrators/teachers	Local Funds Kudor Atomic Learning	Needs assessment	Teacher & certification assessments/tech. skill proficiency/observations
CTE: Students receive counseling in the coherent sequence of courses planned and the selection of courses integrated with the graduation plan.	2011-2012	Administrators/teachers	Local Funds	Completed plans	Personal Graduation Plan
SCE: Students identified at-risk needing compensatory education will be placed in accelerated programs/tutorials	2011-2012	Administrators/teachers	State Compensatory Funds	Needs assessment	Annual review of risk performance/ Pre and post assessments
Special Education: provide mainstream, CM, self-contained, instructional speech therapy, resource, developmental, occupational therapy, physical therapy, vision therapy, orientation and mobility therapy, audiological therapy,	2011-2012	Sp. Ed. Director/ Administrators/teachers	Spec. Ed. Federal/ local funds	Needs assessment	State assessment

community based classroom, homebound, inclusion, and lifeskills to support identified students					
SP. Ed.: Conduct an analysis of curriculum offerings across campuses; create a plan to increase consistent guidelines	2011-2012	Administrators & Staff	Sp. Ed. Staff	Needs assessment	Increase performance on state assessment
Sp. Ed.: Staff development on special education issues, confidentiality, inclusion, campus needs	2011-2012	Administrators & Staff	Spec. Ed. Federal/local funds	Needs Assessment	Agendas/sign-in sheets
Sp. Ed.: Parent Program Informational sessions	2011-2012	Sp. Ed. Director & teachers	Program information	Needs assessment	Agenda/sign-in sheets
Economically Disadvantaged(ECD) staff development	2011-2012	Administrators	TitleII/Local funds	Feedback from sessions	Agenda/sign-in sheets
ECD/Sp. Ed: disaggregate State Assessment/benchmark data	2011-2012	Administrators	DMAC: Local Funds	Create CBA/benchmarks	Assessment results

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.

STATE GOAL:1,2

OBJECTIVE: 5. Buna JH will meet/maintain AYP status for the 2011-2012 school year.

STATE OBJECTIVE: 1,2, 3, 4, 5,6,7

E.S.E.A.: 1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
AYP results will be analyzed by the district and all campuses.	2011-2012	administrators, teachers	AYP data tables.	Benchmark data	District and campuses will meet AYP goals.
Analysis of mathematics on the AYP will result in targeted intervention to improve all students or sub-group performance, who indicate a “Needs Improvement” status.	2011-2012	administrators, teachers	AYP data tables.	Benchmark data	District and campuses will meet AYP
Analysis of reading/language arts on the AYP will result in targeted intervention to improve all students or sub-group performance, who indicate a “Needs Improvement” status.	2011-2012	administrators, teachers	AYP data tables	Benchmark data	District and campuses will meet AYP

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4
 OBJECTIVE: 5. Buna JH will analyze the Performance-Based Monitoring Analysis System for Special Education data to implement appropriate strategies for improving performance concerns indentified by the data at Level 2 or higher: LRE 12-21.
 STATE OBJECTIVE: 1,2, 4, 5,7 ,9,10
 E.S.E.A.: 1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Staff will be trained in inclusion practices	2011-2012	Special Ed. Director Administrators Inclusion Team	Sp. Ed. Funds	Sign in sheets	Increase number of students in inclusion
Provide training during in-service days on ARD procedures including information on state assessments	2011-2012	Special Ed. Director, Administrators	Special ed. Funds	Needs assessment	Sign-in sheets and teacher evaluations
Provide training to all special education teachers on writing measurable and observable goals and objectives.	2011-2012	Special Ed. Director, Administrators	Special ed. Funds	Needs assessment	Sign-in sheets
Create a campus/district RtI Team/Rti Plan	2011-2012	Administrators	Local Funds	Needs Assessment	Agenda and sign-in sheets, Universal screeners: Istation, MSTAR, Aimsweb

GOAL: I. The staff will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4

OBJECTIVE: 5. Buna JH will recruit and retain the best highly qualified staff.
 STATE OBJECTIVE: 5

E.S.E.A.: 3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Campus administrator will provide highly qualified documentation on each teacher	2011-2012	Principal	HQ forms from TEA	Needs assessment	HQ documentation
Employee Recognition Program	2011-2012	Administrators	Local Funds	Needs Assessment	Increase teacher retention
Teachers of Tomorrow (future teacher/peer mentor program)	2011-2012	Principal	Local Funds	Grow future teachers/mentors	Lunch time meetings held bi-weekly; student schedules in spring semester.
Conduct recruitment activities, such as participation in Job Fairs, maintain an active web page of current job openings, employment procedures	2011-2012	Administrators	Title II Funds	Needs assessment	Administrative guidelines, web site, register for job fairs, such as, Lamar
New Teacher mentor program	2011-2012	Administrators, teachers	Title II Funds	Needs Assessment	Documentation of meetings/trainings

GOAL: II. Improvement of school-community relations and enlist the aide of parents as partners in the education of their children.
 STATE GOAL:1,2,3,4

OBJECTIVE: 1. The staff will encourage parental and community involvement in the schools.
 STATE OBJECTIVE: 1

E.S.E.A.:1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
An open door policy will be maintained to provide patrons easy access to administration.	Daily	administrators	Local Funds	Survey	Review the number of parent conferences
Continue to conduct Open House activities on each campus that introduces staff, programs and facilities.	Fall - 2011	Principals	Local Funds - Activity	Action plan	Review sign-in sheets
On-going communications with local media and businesses to support campus programs.	2011-2012	Administrators	Web site	Articles in local paper District newspaper	Survey
Provide career education options to students and parents through the Kuder program.	2011-2012	Principals Counselor	Title II – Carl Perkins Funds	Handouts	Kuder report
Parent conferences to maintain student success	2011-2012	Administrators/Teachers	Conference time	Review of counselor records. Conference documentation	Sign-in sheets, meeting notes
Campus improvement committees will allow parental and community involvement.	2011-2012	Administrators	Site base membership	Site Base rosters	Action Plan
District website: parent friendly offering Atomic Learning, Parent Portal, Lunch Money Now, Gradebook	2011-2012	Administrators/teachers	Local Funds	Action plan	Survey parents
Establish an Organization for parent involvement on JH campus	2011-2012	Administrators/teachers	PTO/PTA	Documentation	Organizations list
Peer Assistants/Student Mentors (Teachers of Tomorrow)	2011-2012	Administrators	Local Funds	Documentation	List of Activities

GOAL: III. To model and support the use of technology as an instrument to enhance all areas of the diverse educational community, specifically student learning.					
STATE GOAL:1,2,3,4					
OBJECTIVE: 1. The staff will integrate technology into curriculum and instruction for all programs.					
STATE OBJECTIVE:2,3,4,8,9,10					
E.S.E.A. 1,2					
Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative

The district will disseminate information via the Buna I.S.D.'s web page.	2011-2012	Technology Director Administrators	Local Funds	Action Plan	Survey
Review and revise the campus/district technology plan.	Fall/Spring 2011-2012	Technology Director Technology Committee Principals	Technology Plan	Review district's technology plan.	Revised plan
Provide computers and software that assists in student learning and are aligned with the Texas Essential Knowledge and Skills (TEKS). Accelerated Reader Program, Kuder, Atomic Learning, Orchard, Lexia, My Reading Coach, Study Island, Science Starters, Fast Math, Purple Cow, Istation, Special Ed. Manager, and RtI Universal Screenings and programs.	2011-2012	Principals Counselors Teachers	Locals Funds Technology Funds Grant Funds – TIF/TIE	Grant Evaluations Review campus Programs	Increase State Assessment scores
District Policies and information will be made available to the public at the district/individual web pages	2011-2012	School Board, Technology Director, Administrators, Staff	Local Funds, Technology Funds	Needs assessment	Policies and plans available online
Teachers complete Star Chart annually	2011-2012	Technology Director/Teachers	TEA	Report	Grant approval
Staff & students understand acceptable use of district technology	2011-2012	Administrators	Acceptable Use Agreements	Signed Agreements	Proper usage
Technology Staff Development	2011-2012	Technology Director	Title II Part A, Atomic Learning, Local Funds	Agendas, Certificates of completion	Usage of Technology
Create vertically and horizontally aligned technology curriculum	2011-2012	Technology Director, Administrators, Teachers	Atomic Learning, TEKS, Local Funds	Aligned curriculum Documents	Student success
Create Technology Replacement Plan	2011-2012	Technology Director	Local Funds	Needs Assessment	Plan
Classroom Required Technology	2011-2012	Administrators	Local Funds	Needs Assessment	Each Classroom is technologically equipped for teaching.

GOAL: IV. To maintain a safe and disciplined environment conducive to learning.

STATE GOAL: 1,2,3,4

OBJECTIVE: 1.The District will continue to improve prevention of and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles.

Reference state objective # 8.

E.S.E.A: 4

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Address discipline measures to prevent unwanted aggression in Code of Conduct and Student Handbooks.	2011-2012	Principals	Code of Conduct	Review of discipline records.	Reduction in discipline referrals
Educate students about unwanted aggression.	2011-2012	Principals Teachers	Local Funds	Number of referrals on unwanted aggression.	Reduction in referrals.
Crisis Intervention (CIP) training of Sp. Ed. and other needed personnel	2011-2012	Administrators/Teachers	Local Funds/Sp. Ed. Funds	Observation	Certificate of Completion
Train teachers/staff in recognizing and dealing with students involved in unwanted aggression.	2011-2012	Administrators	Title II	Decrease in referrals and bullying incidents	Certificates of Completion
Character Development Program	2011-2012	Administrators/Counselors/Teachers	Local	Observation	Student Participation
Ensure that teachers/staff are on duty in common areas and hallways while students are at lunch, changing classes, etc.	2011-2012	Principals/Teachers/Staff	Staff/duty roster		Reduce Discipline referrals
Create district plan to address bullying/sexual abuse/dating violence/harassment	2011-2012	Administrators/Counselors	Local Funds	Research plans	Plan on district website
Provide training and integrate activities to support counseling staff with violence prevention, character education, resiliency, conflict resolution, dating violence, and safety	2011-2012	Administrators/Counselors	Local Funds/Region V	Discipline/attendance reports	Sign in sheets
Drug prevention activities will be available at each campus; drug dog program	2011-2012	Administrators/Counselors	District Funds	Documentation of activities/drug dog	No drugs

Crisis Management plan will be operational for the district	2011-2012	Administrators/Safety Committee	Local Funds	Agendas, log of drills, plan	Web site
Bullying Prevention Activities	2011-2012	Administrators/Counselors/Bullying Committee	Local Funds	Action plan/needs assessment	Agendas/sign-in sheets
DAEP will be utilized for the purpose of maintaining a safe and disciplined campus.	2011-2012	Administrators	Local Funds	Documentation of students assigned to DAEP	Reduction of students in DAEP
Energy Management Plan	2011-2012	Administrators/Staff	Local Funds	Plan created	reduction in energy usage
JH Facility assessment	2011-2012	Superintendent/C.O.O.	Local Funds	Professional study	Planning for future facilities
Increased lighting in all buildings of JH	2011-2012	Administrators, Maintenance Staff	Grant Funds	Attainment of Goal	Bulbs replaced

GOAL: V The staff will continue to assist in maintaining fiscal responsibility and accountability.

STATE:

OBJECTIVE: 1. All indicators in the Financial Integrity System of Texas and receive a rating of Superior.

STATE OBJECTIVE: 9

E.S.E.A.:4

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Use the budget planning cycle	2011-2012	Chief Operations Officer	Budget Documents	calendar	Completed budget
Utilize facilities to capacity	2011-2012	Campus Principals COO	Expenditure data Region 5 ESC	Needs assessment	Building usage report
Educate faculty and staff members to the need for conservation efforts in relationship to energy conservation	2011-2012	administrators, faculty and staff	TEA Reports TASB	Action Plan	Reduction in Electricity usage
Staffing will be compared to state recommended levels and similar districts to determine optimum performance	2011-2012	Superintendent	AEIS Reports	Needs assessment	Appropriate staff numbers
Efficient managers of all revenues by targeting expenditures	2011-2012	administrators	AEIS Reports	Goal Setting	Strategic Plan
Identify plan to balance budget	2011-2012	Administrators	TeXIS	Report Feb. 2012	August 2012 balanced budget

Glossary of Educational Acronyms

ACT	<p><u>The ACT Assessment®</u> is designed by ACT, Inc. (http://www.act.org) to assess high school students' general educational development and their ability to complete college-level work. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning.</p> <p>Participation in and performance on the ACT are indicators in the Texas public school Academic Excellence Indicator System.</p>
AEIS	<p><u>Academic Excellence Indicator System</u></p> <p>The AEIS reports, published each year by the Texas Education Agency, pull together a wide range of information on the performance of students in each school and district in Texas every year. These reports are posted online on the Texas Agency Education website in the fall.</p>
AP	<p><u>Advanced Placement</u></p> <p>The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. It provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Typically, courses and examinations are taken by 11th and 12th grade students.</p>
ARD	<p><u>Admission, Review, and Dismissal Committee</u></p> <p>The admission, review and dismissal committee is composed of a student's parent(s) or student, and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education services and develops the individualized education program for the student.</p>
AYP	<p><u>Adequate Yearly Progress</u></p> <p>Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state is evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle schools).</p>
ELL/ESL	<p><u>English Language Learner/English as a Second Language</u></p> <p>Students whose native language is other than English</p>
ESC	<p><u>Education Service Center</u></p> <p>There are twenty service centers that serve the Texas educational needs. Education service centers are a non-regulatory agency that collaborate and serve schools. Education Service Centers serve as a liaison between the Texas Education Agency and the local schools districts and the schools they serve by disseminating information, conducting training and consultation for both federal and state programs. The Education Service Center for our region is ESC V located in Beaumont/Silsbee.</p>
TAKS M	<p><u>Locally Developed Alternative Assessment</u></p> <p>The TAKS M assesses special education students in Grades 3-11 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS and an inappropriate measure of their academic progress.</p>
LPAC	<p><u>Language Proficiency Assessment Committee</u></p> <p>The Language Proficiency Assessment Committee is responsible for assuring that each student who speaks a language other than English in our schools is provided a language support program that best meets the needs of that student. LPAC committees are composed of administrators, teachers, and the parent of a limited English Proficient student. The LPAC serves as the students' advocate to make certain they receive the appropriate services.</p>

NCLB	<p><u>No Child Left Behind</u> A federal law enacted in 2001 which required districts to test students in reading and math beginning in 3rd grade, with science assessments added in 2009-2010. The law requires schools and district to make “Adequate Yearly Progress (AYP)” or face sanctions. The law also requires that 100% of the core area teachers be highly qualified, as defined by the state education agency (with federal government approval), by the end of school year 2005-2006.</p>
PGP	<p><u>Personal Graduation Plan</u> An intervention plan developed by the campus for students in grades 8-12 who did not meet the passing standard on the Texas Assessment of Knowledge and Skills test or any student who is at risk of not graduating from high school.</p>
PBMAS	<p><u>Performance-Based Monitoring Analysis System</u> Is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).</p>
SAT	<p>The <u>SAT®</u> is developed by the College Board (http://www.collegeboard.com) to assess high school students' readiness for college-level work. Participation is voluntary. Students can choose to take the test multiple times. Participation in and performance on the SAT are indicators in the Texas public school Academic Excellence Indicator System.</p>
TAKS A	<p><u>State Developed Alternative Assessment</u> The TAKS A assesses special education students in Grades 3-11 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is an inappropriate measure of their academic progress. TAKS A becomes a part of the school accountability system in the 2002-2003 school year.</p>
TAKS	<p><u>Texas Assessment of Knowledge and Skills</u> As mandated by the 76th Texas Legislature in 1999, the TAKS tests have been administered since the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma. Satisfactory performance on the TAKS for Grades 5&8, the student must meet the standard on the Reading and Math section of the TAKS test to be eligible for promotion.</p>
TEA	<p><u>Texas Education Agency</u> The Texas education Agency is the state agency responsible for the state supervision of public elementary and secondary schools.</p>
TEC	<p><u>Texas Education Code</u> The Texas Education Code (TEC) contains most of the statutes passed by the Texas Legislature that directly affect education.</p>
TEKS	<p><u>Texas Essential Knowledge and Skills</u> The Texas Essential Knowledge and Skills identify what Texas students should know and be able to do at every grade level and in every course in the required curriculum as they move through the public schools.</p>
TELPAS	<p><u>Texas English Language Proficiency Assessment System</u> TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. The TELPAS assessment measures student proficiency in listening, speaking, reading and writing.</p>